

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, June 14, 2012 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

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

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

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

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

Part III is based on several documents:

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

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

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

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

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

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

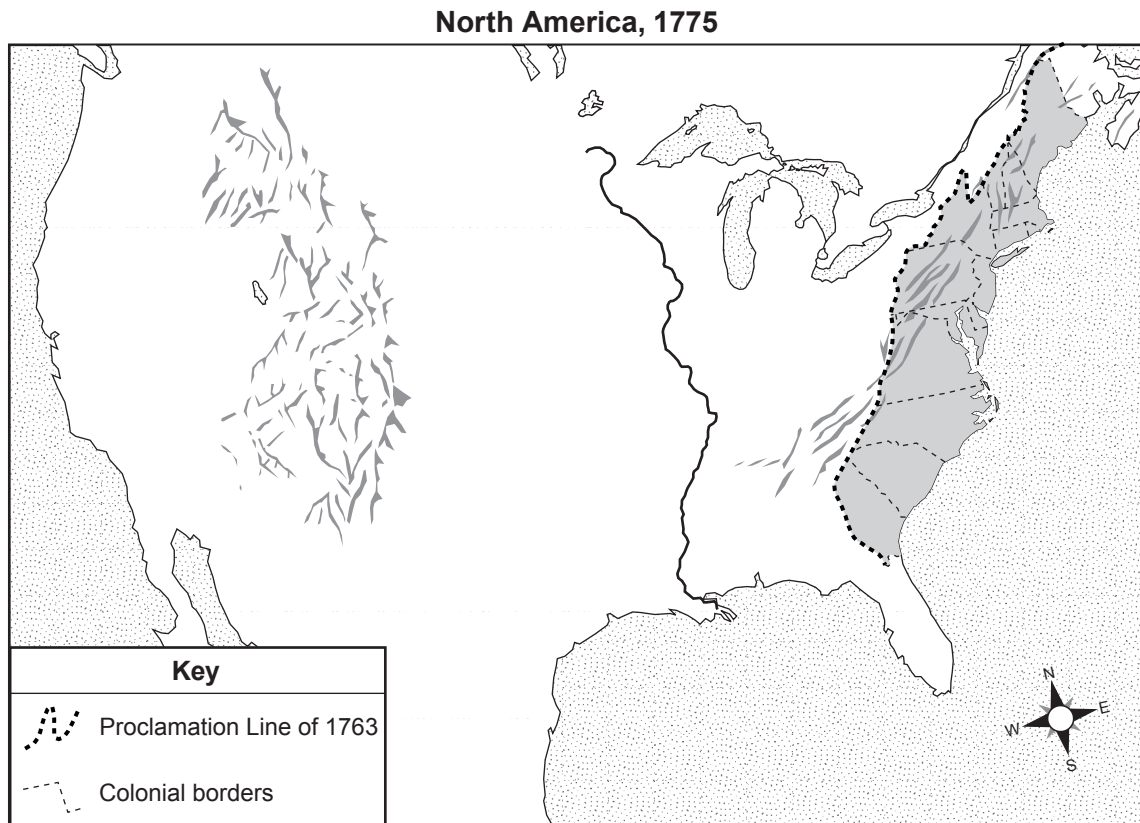
REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

Part I

Answer all questions in this part.

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

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



1 Which geographic feature was used to establish the Proclamation Line of 1763?

- (1) Great Lakes
- (2) Rocky Mountains
- (3) Appalachian Mountains
- (4) Mississippi River

2 The writers of the Constitution corrected an economic weakness under the Articles of Confederation when they

- (1) granted Congress the power to levy and collect taxes
- (2) created an executive branch headed by the president
- (3) granted the president the authority to negotiate treaties
- (4) created a two-house legislature

3 Which document is most closely associated with John Locke's social contract theory of government?

- (1) Albany Plan of Union
- (2) Declaration of Independence
- (3) Treaty of Paris (1783)
- (4) Sedition Act of 1798

Base your answers to questions 4 and 5 on the speakers' statements below and on your knowledge of social studies.

Speaker A: As it stands now, the Constitution does not protect civil liberties.

Speaker B: The system of checks and balances will control any abuse of power by a branch of government.

Speaker C: The demands of the majority will overwhelm the minority.

Speaker D: The amendment process will allow the Constitution to be changed when the need arises.

4 How was the concern of *Speaker A* resolved?

- (1) adoption of the elastic clause
- (2) establishment of the House of Representatives
- (3) creation of the federal court system
- (4) addition of the Bill of Rights

5 Which two speakers support the ratification of the Constitution?

- (1) *A* and *D*
 - (2) *A* and *C*
 - (3) *B* and *D*
 - (4) *B* and *C*
-

6 A strict interpretation versus a loose interpretation of the Constitution was most evident in the debate over the

- (1) creation of the Bank of the United States in 1791
- (2) decision to declare war on Great Britain in 1812
- (3) annexation of Florida in 1821
- (4) issuance of the Monroe Doctrine in 1823

7 Which headline illustrates the use of the unwritten constitution?

- (1) **"Washington Establishes a Cabinet"**
- (2) **"House Votes to Impeach Andrew Johnson"**
- (3) **"Senate Rejects the Treaty of Versailles"**
- (4) **"President Nominates John Roberts for Supreme Court"**

8 Judicial review is most accurately described as the power of the

- (1) president to override a decision of the Supreme Court
- (2) state courts to overturn decisions of the Supreme Court
- (3) Senate to approve all presidential appointments to federal courts
- (4) Supreme Court to determine the constitutionality of laws

9 What was one result of the Supreme Court's decision in *Gibbons v. Ogden* (1824)?

- (1) The power of the federal government over interstate commerce was strengthened.
- (2) The rights of accused individuals were expanded.
- (3) The power of the judicial branch was limited.
- (4) The Court declined to hear cases involving disputes between states.

10 President Andrew Jackson used the spoils system to

- (1) attack the Tariff of Abominations
- (2) reward supporters with United States government jobs
- (3) win support for construction of the Erie Canal
- (4) gain passage of the Indian Removal Act

11 The majority of immigrants who arrived in the United States between 1800 and 1860 came from

- (1) East Asia
- (2) Latin America
- (3) northern and western Europe
- (4) southern and eastern Europe

12 Before the start of the Civil War, many Southern political leaders supported

- (1) States rights
- (2) higher tariff rates
- (3) voting rights for women
- (4) repeal of the Fugitive Slave Act

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

... With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow, and his orphan—to do all which may achieve and cherish a just, and a lasting peace, among ourselves, and with all nations.

— President Abraham Lincoln, 1865

- 13 This statement by President Lincoln contributed to disagreements over the
- (1) continuation of a military draft
 - (2) provision of free land to settlers
 - (3) negotiations with foreign nations after the Civil War
 - (4) treatment of the former Confederate states and their leaders
-
- 14 After the Civil War, the sharecropping system emerged in the South primarily as a way to
- (1) diversify agricultural production
 - (2) provide a labor supply to plantation owners
 - (3) give forty acres of land to freedmen
 - (4) guarantee economic equality for African Americans
- 15 In the 1870s, the Granger movement was organized to promote the interests of
- | | |
|-----------------|-----------------------|
| (1) suffragists | (3) factory workers |
| (2) farmers | (4) recent immigrants |
- 16 Starting in the 1870s, Jim Crow laws were enacted in Southern states as a means to
- (1) provide an education for formerly enslaved persons
 - (2) protect the voting rights of formerly enslaved persons
 - (3) enforce racial segregation
 - (4) ensure equal protection under the law

Base your answer to question 17 on the song lyrics below and on your knowledge of social studies.

Kansas Fool

We have the land to raise the wheat
And everything that's good to eat
And when we had no bonds or debts
We were a jolly, happy set...

With abundant crops raised everywhere,
'Tis a mystery, I do declare.
Why farmers all should fume and fret
And why we are so deep in debt...

— Traditional

- 17 What is the basic cause of the farm problem described by these song lyrics?
- (1) limits on agricultural imports
 - (2) government ownership of the railroads
 - (3) overproduction of farm crops
 - (4) prolonged droughts in the Midwest
-
- 18 In the late 1800s, the term *robber baron* was used to describe some owners of big businesses primarily because they
- (1) favored free trade
 - (2) eliminated competition using ruthless methods
 - (3) opposed the formation of corporations
 - (4) provided workers with high wages
- 19 During the late 1800s, which development led to the other three?
- (1) formation of labor unions
 - (2) increased demand for natural resources
 - (3) federal regulation of business trusts
 - (4) growth of industry

20 Lincoln Steffens's *The Shame of the Cities* and Ida Tarbell's *The History of the Standard Oil Company* are examples of the use of

- (1) the Gospel of Wealth
- (2) the melting pot theory
- (3) Social Darwinism
- (4) muckraking

21 The Meat Inspection Act (1906) and the Pure Food and Drug Act (1906) were efforts by the federal government to

- (1) protect public health and safety
- (2) support business monopolies
- (3) restrict foreign competition
- (4) regulate child labor

22 President Theodore Roosevelt's Corollary to the Monroe Doctrine primarily affected Latin America by

- (1) guaranteeing human rights throughout the Western Hemisphere
- (2) supporting independence movements in many countries
- (3) encouraging immigration to the United States
- (4) increasing United States intervention in the region

23 **"United States Senate Criticized as 'Millionaire's Club'"**

Which action addressed the problem suggested by this Progressive Era headline?

- (1) instituting the direct election of senators
- (2) increasing the number of senators from each state
- (3) decreasing the length of term of office for a senator
- (4) establishing voting rights for eighteen-year-old citizens

Base your answer to question 24 on the poster below and on your knowledge of social studies.



Source: Library of Congress, Prints and Photographs Division

24 This poster was used during the administration of President Woodrow Wilson to

- (1) convince men to enlist in the military services
- (2) help finance the war effort
- (3) support membership in the League of Nations
- (4) emphasize the goals of the Fourteen Points

25 The Red Scare, the growth of the Ku Klux Klan, and the murder convictions of Sacco and Vanzetti were influenced by

- (1) the rise of organized crime
- (2) the passage of immigration quota acts
- (3) a distrust of foreigners
- (4) an effort to stop fascism

26 "... Our whole system of self-government will crumble either if officials elect what laws they will enforce or citizens elect what laws they will support. The worst evil of disregard for some law is that it destroys respect for all law..."

— President Herbert Hoover, 1929

Which issue is President Hoover discussing in this statement?

- (1) national Prohibition
- (2) environmental conservation
- (3) Social Security taxes
- (4) voting rights for women

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



Source: Graphic of National Recovery Act (NRA) Blue Eagle, National Archives and Records Administration

27 The cooperation mentioned in the poster was intended to be between

- (1) business and government
- (2) consumers and producers
- (3) workers and retirees
- (4) socialists and capitalists

28 What was a basic cause of the Great Depression of the 1930s?

- (1) Too many antitrust laws were passed.
- (2) Tariffs on foreign manufactured goods were reduced.
- (3) The distribution of income was unequal.
- (4) Immigration was not limited.

29 Which action is an example of international appeasement?

- (1) Congress authorizing the Manhattan Project
- (2) Japan attacking Pearl Harbor
- (3) Germany signing a nonaggression pact with the Soviet Union
- (4) Great Britain and France agreeing to Hitler's demand for part of Czechoslovakia

30 President Franklin D. Roosevelt said the United States needed to become the "great arsenal of democracy" mainly because he was trying to

- (1) increase the number of Supreme Court justices
- (2) assist the Allied nations
- (3) limit the influence of the defense industry
- (4) gain public support for a third term

31 The Nuremberg War Crimes trials of 1945–1949 established the international precedent that

- (1) the United States should avoid commitments with foreign nations
- (2) military leaders cannot be held responsible for wartime actions
- (3) individuals may be tried for crimes against humanity
- (4) soldiers must obey an order even if it conflicts with basic humanitarian values

32 The GI Bill helped soldiers who served in World War II by

- (1) mandating integration of the military
- (2) funding college education for veterans
- (3) requiring women to surrender their wartime jobs to men
- (4) eliminating union seniority rules that hurt veterans

- 33 The Berlin airlift was used during the Cold War to
- (1) rescue people fleeing West Germany
 - (2) prevent a communist takeover of Greece and Turkey
 - (3) overcome a blockade created by the Soviet Union
 - (4) support peacekeeping efforts by the North Atlantic Treaty Organization (NATO)
- 34 McCarthyism in the 1950s is most closely associated with
- (1) claims that communists had infiltrated the federal government
 - (2) efforts to prevent pro-communist governments in Latin America
 - (3) formation of the Warsaw Pact
 - (4) passage of the Interstate Highway Act

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

... It is important that the reasons for my action be understood by all our citizens. As you know, the Supreme Court of the United States has decided that separate public educational facilities for the races are inherently unequal and therefore compulsory school segregation laws are unconstitutional....

— President Dwight D. Eisenhower, September 24, 1957

- 35 Which Supreme Court case is referred to in this quotation?
- (1) *Dred Scott v. Sanford*
 - (2) *Brown v. Board of Education of Topeka*
 - (3) *Heart of Atlanta Motel v. United States*
 - (4) *Tinker v. Des Moines School District*
- 36 Which action did President Dwight D. Eisenhower take to enforce this Supreme Court decision?
- (1) ordering the closing of Central High School in Little Rock, Arkansas
 - (2) sending United States Army troops to enforce school integration
 - (3) proposing legislation in support of school segregation
 - (4) transferring white students to a new public high school

- 37 Which action is the best example of the use of civil disobedience?
- (1) passing the Voting Rights Act of 1965
 - (2) lobbying Congress to eliminate the poll tax
 - (3) attending a political rally in Iowa
 - (4) conducting sit-ins at restaurants in the South

Base your answer to question 38 on the song lyrics below and on your knowledge of social studies.

... Come mothers and fathers
Throughout the land
And don't criticize
What you can't understand
Your sons and your daughters
Are beyond your command
Your old road is
Rapidly agin'.
Please get out of the new one
If you can't lend your hand
For the times they are a-changin'...

— Bob Dylan, "The Times They Are A-Changin'," 1963

- 38 Which concern of the 1960s is being commented on by the author of these lyrics?
- (1) rural poverty
 - (2) adult illiteracy
 - (3) environmental protection
 - (4) the generation gap
-
- 39 The Strategic Arms Limitation Treaty (SALT), signed by President Richard Nixon with the Soviet Union, was an effort to advance the foreign policy of
- (1) détente
 - (2) imperialism
 - (3) brinkmanship
 - (4) globalization

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



Source: Sean Delonas, *New York Post*, 1991

- 40 The main idea of this 1991 cartoon is that President George H. W. Bush
- (1) has successfully removed Saddam Hussein from power in Iraq
 - (2) has a strong record of reducing crime in urban America
 - (3) has effectively handled foreign policy challenges but faces economic ones
 - (4) is prepared to make improvements in the economy

- 41 One unique feature of the presidential election of 2000 between George W. Bush and Al Gore is that

- (1) the Supreme Court played an important role in the final outcome
- (2) no third-party candidate was on the ballot
- (3) both candidates had previously served as vice president
- (4) the electoral votes in Florida were divided between the candidates

- 42 Which heading best completes the partial outline below?

- I. _____
- A. Trade restrictions
 - B. Laissez-faire
 - C. Trickle-down theory
 - D. Wage and price controls

- (1) Social Reforms
- (2) Constitutional Amendments
- (3) Economic Policies
- (4) Religious Beliefs

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



Source: Joel Pett, *Lexington Leader-Herald*, May 24, 2004

- 43 The main purpose of this cartoon is to point out that
- (1) global warming is a proven theory
 - (2) additional oil supplies must be located
 - (3) individuals contribute to environmental problems
 - (4) prosperity depends on increased sales of automobiles
-
- 44 Ernest Hemingway, F. Scott Fitzgerald, and Sinclair Lewis were popular authors who often wrote about
- (1) the problems of urban life in the 1890s
 - (2) disillusionment with American society in the 1920s
 - (3) the migration of farmers in the 1930s
 - (4) water and air pollution in the 1960s
- 45 Changes in policies during the administrations of both President Woodrow Wilson and President Franklin D. Roosevelt demonstrate that
- (1) war can influence domestic reform programs
 - (2) public opinion is usually opposed to deficit spending
 - (3) presidents often lose power during wartime
 - (4) United States territorial expansion results in economic growth

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



Source: Mark Bauerlein et al., Legacy Publishing

- 46 Conditions such as the one shown in the photograph were legally ended by the
- (1) issuance of the Emancipation Proclamation in 1863
 - (2) ratification of the 15th amendment in 1870
 - (3) decision in *Plessy v. Ferguson* in 1896
 - (4) passage of the Civil Rights Act of 1964
-
- 47 The terms *Teapot Dome*, *Watergate*, and *Iran-Contra* are most closely associated with
- (1) domestic policies
 - (2) presidential scandals
 - (3) federal court decisions
 - (4) failed reform movements
- 48 One way in which the New Deal and the Great Society are similar is that both programs were based on the belief that
- (1) volunteer organizations should take over federal relief efforts
 - (2) government should impose fewer regulations on business
 - (3) states should pay a larger share of the cost of federal programs
 - (4) the federal government should do more to help citizens in need

49 The Supreme Court decision in *Schenck v. United States* (1919) and the passage of the USA Patriot Act (2001) demonstrate the principle that the federal government can

- (1) guarantee citizens the right to bear arms
- (2) restrict the power of the president
- (3) limit individual rights in times of national emergency
- (4) expand the liberties protected by the Bill of Rights

50 Since the end of World War II (1945), what has been a major effect of population change in the United States?

- (1) The Social Security system went bankrupt.
- (2) Demand for medical facilities has declined.
- (3) A surplus of unskilled workers has led to decreased immigration.
- (4) Suburban areas have grown faster than cities.

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

Part II

THEMATIC ESSAY QUESTION

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

Theme: United States Foreign Policy

United States presidents often make foreign policy decisions in an attempt to deal with international problems. These decisions have had an impact on both the United States and on other countries or regions.

Task:

- Select ***two*** presidential foreign policy decisions and for ***each***
- Describe the historical circumstances surrounding the decision
 - Discuss an impact of the decision on the United States
 - Discuss an impact of the decision on another country or region

You may use any presidential foreign policy decision that dealt with an international problem from your study of United States history. Some suggestions you might wish to consider include James K. Polk sending troops to the Rio Grande (1846), William McKinley deciding to annex the Philippines (1898), Woodrow Wilson asking for a declaration of war (1917), Harry Truman deciding to use the atomic bomb (1945), John F. Kennedy quarantining Cuba (1962), Lyndon B. Johnson sending combat troops to Vietnam (1965–1968), Richard Nixon improving relations with China (1972), George H. W. Bush sending troops to Kuwait (1990–1991), and George W. Bush sending troops to 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

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”

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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 III

DOCUMENT-BASED QUESTION

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

Historical Context:

Throughout United States history, movements have sought to bring about economic, political, and social change. These movements have had a significant impact on the United States and on American society. These movements include **the abolitionist movement, the labor movement, and the woman’s suffrage movement.**

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** of the movements mentioned in the historical context and for **each**

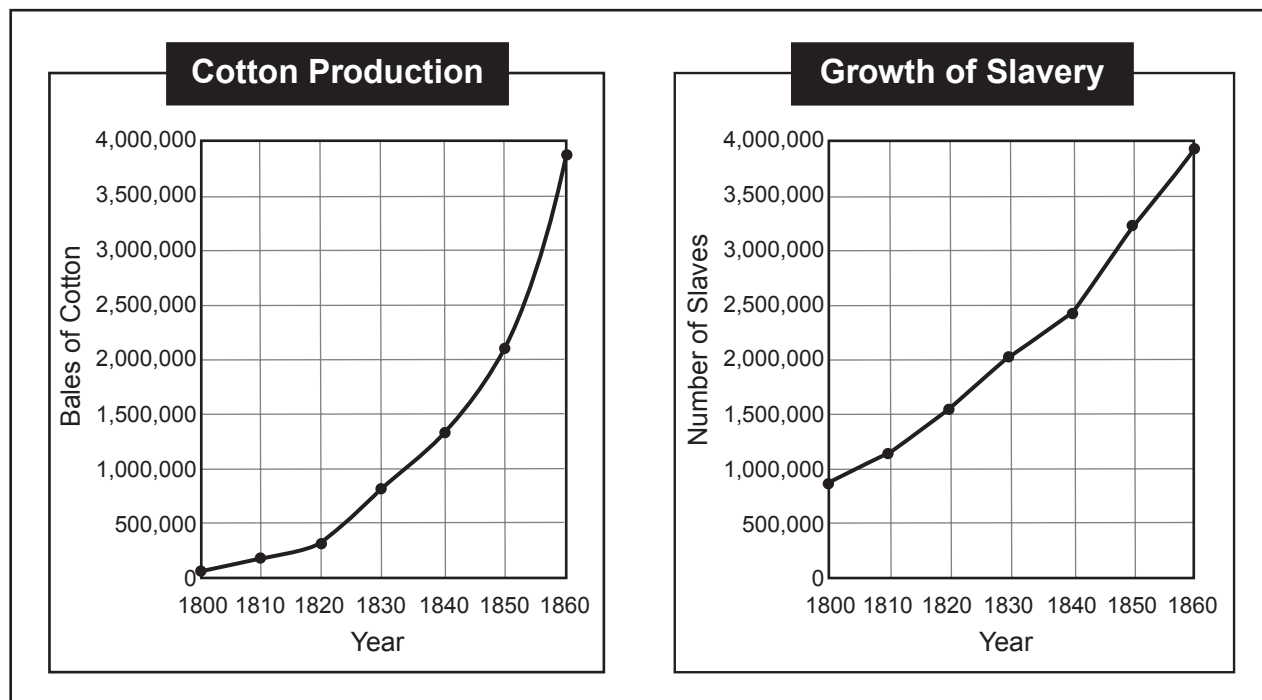
- Describe the historical circumstances that led to this movement
- Describe how this movement attempted to achieve its goals
- Discuss the impact of this movement on the United States and/or on American society

Part A

Short-Answer Questions

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

Document 1a



Source: *Historical Statistics of the United States, Colonial Times to 1970* (adapted)

1a Based on these graphs, state **one** relationship between cotton production and the growth of slavery between 1800 and 1860. [1]

Score

Document 1b

African-born James L. Bradley was a slave who purchased his freedom. In 1834, while a student at the Lane Seminary in Cincinnati, Ohio, he wrote a short account of his life. This is an excerpt from his account.

... I will begin as far back as I can remember. I think I was between two and three years old when the soul-destroyers tore me from my mother's arms, somewhere in Africa, far back from the sea. They carried me a long distance to a ship; all the way I looked back, and cried. The ship was full of men and women loaded with chains; but I was so small, they let me run about on deck. After many long days, they brought us into Charleston, South Carolina. A slaveholder bought me, and took me up into Pendleton County. I suppose that I staid [stayed] with him about six months. He sold me to a Mr. Bradley, by whose name I have ever since been called. This man was considered a wonderfully kind master; and it is true that I was treated better than most of the slaves I knew. I never suffered for food, and never was flogged with the whip; but oh, my soul! I was tormented with kicks and knocks more than I can tell. My master often knocked me down, when I was young. Once, when I was a boy, about nine years old, he struck me so hard that I fell down and lost my senses. I remained thus some time, and when I came to myself, he told me he thought he had killed me. At another time, he struck me with a currycomb [metal comb used for grooming horses], and sunk the knob into my head. I have said that I had food enough; I wish I could say as much concerning my clothing. But I let that subject alone, because I cannot think of any suitable words to use in telling you....

Source: Bailey and Kennedy, eds., *The American Spirit, Volume I: To 1877*, Houghton Mifflin, 1998

1b According to this document, what was **one** hardship James L. Bradley experienced as a slave? [1]

Score

Document 2

... There were tactical differences between [Frederick] Douglass and William Lloyd Garrison, white abolitionist and editor of *The Liberator*—differences between black [African American] and white abolitionists in general. Blacks were more willing to engage in armed insurrection [rebellion], but also more ready to use existing political devices—the ballot box, the Constitution—anything to further their cause. They were not as morally absolute in their tactics as the Garrisonians. Moral pressure would not do it alone, the blacks knew; it would take all sorts of tactics, from elections to rebellion....

White abolitionists did courageous and pioneering work, on the lecture platform, in newspapers, in the Underground Railroad. Black abolitionists, less publicized, were the backbone of the antislavery movement. Before Garrison published his famous *Liberator* in Boston in 1831, the first national convention of Negroes had been held, David Walker had already written his “Appeal,” and a black abolitionist magazine named *Freedom’s Journal* had appeared. Of *The Liberator’s* first twenty-five subscribers, most were black....

Source: Howard Zinn, *A People’s History of the United States, 1492–Present*, Harper Perennial, 2003

2 According to Howard Zinn, what was **one** method used by abolitionists to achieve their goals? [1]

Score

Document 3

... The success or failure of abolitionism must be judged against the broader question, what was possible? In confronting the most divisive issue in American history, slavery, abolitionism provided the voice of conscience. It assisted tens of thousands of individual blacks, steered the nation toward a recognition of universal rights, and was instrumental in embedding those rights into the Constitution.

Even the “mistakes” of abolitionism had interesting consequences. For example, because male abolitionists did not fight to include the word “female” in the Thirteenth*, Fourteenth, and Fifteenth amendments, the women’s rights movement was rekindled in a backlash of anger...

Source: Wendy McElroy, “The Abolitionist Adventure,” The Independent Institute, July 1, 2003

*The 13th amendment applied equally to females and males.

3 According to Wendy McElroy, what were **two** impacts of the abolitionist movement? [2]

(1) _____

Score

(2) _____

Score

Document 4

Representatives of *The Harbinger* visited factories in Lowell, Massachusetts, and Manchester, New Hampshire. This is an excerpt from the magazine's report of its findings.

... The girls [in the Lowell Mills] attended upon an average three looms; many attended four, but this requires a very active person, and the most unremitting [constant] care. However, a great many do it. Attention to two is as much as should be demanded of an operative. This gives us some idea of the application required during the thirteen hours of daily labor. The atmosphere of such a room cannot of course be pure; on the contrary, it is charged with cotton filaments and dust, which, we are told, are very injurious to the lungs.

On entering the room, although the day was warm, we remarked that the windows were down. We asked the reason, and a young woman answered very naively, and without seeming to be in the least aware that this privation of fresh air was anything else than perfectly natural, that "when the wind blew, the threads did not work well." After we had been in the room for fifteen or twenty minutes, we found ourselves, as did the persons who accompanied us, in quite a perspiration, produced by a certain moisture which we observed in the air, as well as by the heat....

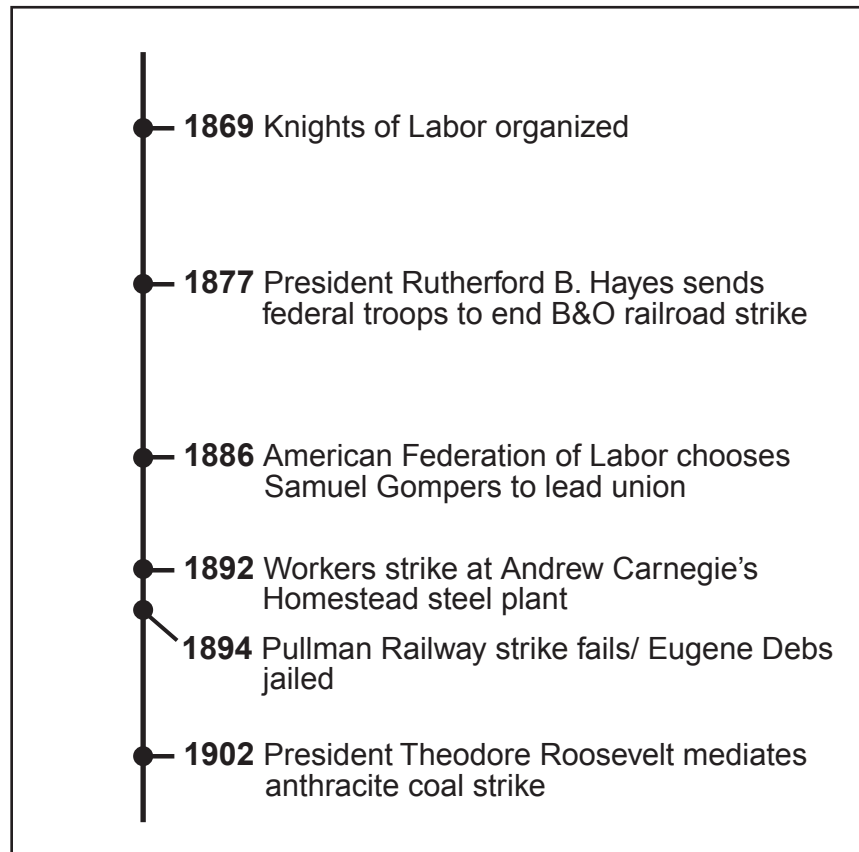
Source: "The Female Workers of Lowell," *The Harbinger*, November 14, 1836

- 4 According to this document, what was **one** condition faced by factory workers in the Lowell Mills in the 1830s? [1]

Score

Document 5

Selected Events in Labor History



5 Based on this time line, what was **one** way workers responded to their working conditions between 1869 and 1902? [1]

Score

Document 6a

... A better relationship between labor and management is the high purpose of this Act. By assuring the employees the right of collective bargaining it fosters the development of the employment contract on a sound and equitable basis. By providing an orderly procedure for determining who is entitled to represent the employees, it aims to remove one of the chief causes of wasteful economic strife. By preventing practices which tend to destroy the independence of labor, it seeks, for every worker within its scope, that freedom of choice and action which is justly his....

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

6a According to President Franklin D. Roosevelt, what was **one** way the National Labor Relations [Wagner] Act would affect workers? [1]

Score

Document 6b

Congress passed the Fair Labor Standards Act in 1938.

EMPLOYEE RIGHTS UNDER THE FAIR LABOR STANDARDS ACT

THE UNITED STATES OF LABOR WAGE AND HOUR DIVISION

FEDERAL MINIMUM WAGE

\$5.85 PER HOUR

BEGINNING JULY 24, 2007

\$6.55 PER HOUR

BEGINNING JULY 24, 2008

\$7.25 PER HOUR

BEGINNING JULY 24, 2009

OVERTIME PAY

At least $1\frac{1}{2}$ times your regular rate of pay for all hours worked over 40 in a workweek.

YOUTH EMPLOYMENT

An employee must be at least **16** years old to work in most non-farm jobs and at least **18** to work in non-farm jobs declared hazardous by the Secretary of Labor.

Youths **14** and **15** years old may work outside school hours in various non-manufacturing, non-mining, non-hazardous jobs under the following conditions:

No more than

- **3** hours on a school day or **18** hours in a school week;
- **8** hours on a non-school day or **40** hours in a non-school week.

Also, work may not begin before **7 a.m.** or end after **7 p.m.**, except from June 1 through Labor Day, when evening hours are extended to **9 p.m.** Different rules apply in agricultural employment. For more information, visit the YouthRules! Web site at www.youthrules.gov.

Source: U.S. Department of Labor, 2007 (adapted)

6b Based on this Department of Labor poster, what is **one** way the Fair Labor Standards Act continues to affect workers? [1]

Score

Document 7a

... The women in Mary McClintock's [an organizer of the Seneca Falls Convention] kitchen concluded that action was required and resolved to call a woman's rights convention the next week, July 19 and 20 [1848]. On short notice, more than two hundred women and about forty men from the surrounding towns and countryside came to the meeting in the Wesleyan Chapel at Seneca Falls. They must have known that such an event was radically new. Indeed, the leaders prevailed on James Mott to preside as they quailed [faltered] before such a large, mixed audience. Yet the women at Seneca Falls brought with them a seventy-year-long tradition of female activity. Many had traveled the same route over and over to attend revivals, missionary meetings, and female gatherings in the name of temperance, moral reform, and abolition. Their mothers' generation had been the leading force in the Great Awakening two decades before. Their grandmothers and great-grandmothers boycotted tea, spun and wove for the army, and believed themselves "born for liberty." When the organizers of the convention started to write a statement for the body to debate, they returned to the legacy of their revolutionary foremothers: "We hold these truths to be self-evident," they wrote, "that all men and women are created equal." ...

Source: Sara M. Evans, *Born for Liberty: A History of Women in America*, The Free Press, 1989

7a According to Sara M. Evans, what was **one** experience of women that contributed to their demand for equality? [1]

Score

Document 7b

... The history of mankind is a history of repeated injuries and usurpations [dispossession] on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

He has never permitted her to exercise her inalienable right to the elective franchise.

He has compelled her to submit to laws, in the formation of which she had no voice....

He has made her, if married, in the eye of the law, civilly dead.

He has taken from her all right in property, even to the wages she earns....

After depriving her of all rights as a married woman, if single, and the owner of property, he has taxed her to support a government which recognizes her only when her property can be made profitable to it....

Source: Seneca Falls *Declaration of Sentiments*, 1848

7b According to this document, what was **one** grievance stated in the Seneca Falls *Declaration of Sentiments*? [1]

Score

Document 8a



Source: Library of Congress, 1917 (adapted)

Document 8b

... As [Elizabeth Cady] Stanton predicted, women's professional and tactical experience contributed powerfully to a reinvigorated suffrage movement. NAWSA [National American Woman Suffrage Association] proved to be an effective, formidable organization. Its membership increased geometrically, from 13,150 in 1893 to over two million in 1917. Suffragists mounted hundreds of campaigns within party conventions, legislatures and constitutional convocations [assemblies]. They raised millions of dollars, mostly in small sums. Countless men and women participated in vigils, parades, hunger strikes and illegal invasions of polling places. Dozens suffered imprisonment and fines. In 1873, Susan B. Anthony was arrested for the federal crime of "having voted without the lawful right to vote." At her highly publicized trial in Rochester, New York, she was convicted and fined by a judge who brushed aside the jury and whose opinion had been written in advance of the trial...

Source: Sandra F. VanBurkleo, "No Rights But Human Rights: The Emancipation of American Women," *Constitution*, Spring-Summer, 1990

8 Based on these documents, what were **two** methods used by women's rights groups to influence American public opinion? [2]

(1) _____

Score

(2) _____

Score

Document 9

... As it turned out, women's suffrage had few consequences, good or evil. Millions of women voted (although never in the same proportion as men), women were elected to public office (several gained seats in Congress by the end of the 1920's), but the new electorate caused scarcely a ripple in American political life. Women like Jane Addams made great contributions, but it would be difficult to demonstrate that they accomplished any more after they had the vote than before. It was widely believed, although never proved, that women cast a "dry" vote for Hoover in 1928 and that women were likely to be more moved than men to cast a "moral-issue" vote. Otherwise, the earth spun around much as it had before...

Source: William E. Leuchtenburg, *The Perils of Prosperity, 1914–32*, University of Chicago Press, 1958

9 According to William E. Leuchtenburg, what was **one** result of women's suffrage on American society? [1]

Score

Part B

Essay

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

Historical Context:

Throughout United States history, movements have sought to bring about economic, political, and social change. These movements have had a significant impact on the United States and on American society. These movements include **the abolitionist movement, the labor movement, and the woman's suffrage movement.**

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

Choose **two** of the movements mentioned in the historical context and for **each**

- Describe the historical circumstances that led to this movement
- Describe how this movement attempted to achieve its goals
- Discuss the impact of this movement on the United States and/or on American society

Guidelines:

In your essay, be sure to

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

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Thursday, June 14, 2012 — 9:15 a.m. to 12:15 p.m., only

VOLUME
1 of 2
MC & THEMATIC

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

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

Scoring the Part I Multiple-Choice Questions

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

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

Part I			
13.....	134.....	261.....	391.....
21.....	142.....	271.....	403.....
32.....	152.....	283.....	411.....
44.....	163.....	294.....	423.....
53.....	173.....	302.....	433.....
61.....	182.....	313.....	442.....
71.....	194.....	322.....	451.....
84.....	204.....	333.....	464.....
91.....	211.....	341.....	472.....
102.....	224.....	352.....	484.....
113.....	231.....	362.....	493.....
121.....	242.....	374.....	504.....
	253.....	384.....	

Contents of the Rating Guide

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

- Scoring Key

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

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

General:

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

Mechanics of Rating

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

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

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

Theme: United States Foreign Policy

United States presidents often make foreign policy decisions in an attempt to deal with international problems. These decisions have had an impact on both the United States and on other countries or regions.

- Task:** Select *two* presidential foreign policy decisions and for *each*
- Describe the historical circumstances surrounding the decision
 - Discuss an impact of the decision on the United States
 - Discuss an impact of the decision on another country or region

You may use any presidential foreign policy decision that dealt with an international problem from your study of United States history. Some suggestions you might wish to consider include James K. Polk sending troops to the Rio Grande (1846), William McKinley deciding to annex the Philippines (1898), Woodrow Wilson asking for a declaration of war (1917), Harry Truman deciding to use the atomic bomb (1945), John F. Kennedy quarantining Cuba (1962), Lyndon B. Johnson sending combat troops to Vietnam (1965–1968), Richard Nixon improving relations with China (1972), George H. W. Bush sending troops to Kuwait (1990–1991), and George W. Bush sending troops to Iraq (2003).

Scoring Notes:

1. This thematic essay has *six* components (discussing the historical circumstances surrounding *two* presidential foreign policy decisions, an impact of *each* presidential foreign policy decision on the United States, and an impact of *each* presidential foreign policy decision on another country or region).
2. The historical circumstances surrounding each presidential foreign policy decision may be similar (e.g., Cold War relating to the quarantining of Cuba and to sending combat troops to Vietnam) as long as each is supported by specific historical information.
3. The impact of the presidential foreign policy decision on the United States and on another country or region may be similar, as long as separate and distinct details are included for each.
4. The impacts of the two presidential foreign policy decisions on another country or region may focus on the same country or region for both decisions (e.g., the impact of George H. W. Bush's decision on Kuwait and the impact of George W. Bush's decision on Iraq) as long as each is supported by specific historical information.
5. The impact of the foreign policy decision on the United States and on another country or region may be either immediate or long term.
6. The response may discuss the impact of the presidential foreign policy decision on the United States and on another country or region from any perspective as long as the position taken is supported by accurate facts and examples.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by describing the historical circumstances surrounding **each** of **two** presidential foreign policy decisions, discussing an impact of **each** decision on the United States, and discussing an impact of **each** decision on another country or region
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Harry Truman deciding to use the atomic bomb*: connects the refusal of Japan to surrender and President Truman's determination to end World War II quickly with fewer American fatalities to the decision to use the atomic bomb that devastated Hiroshima and Nagasaki with tens of thousands of Japanese civilian deaths forcing Japan to surrender unconditionally and submit to United States occupation, the continued development of atomic weapons after World War II, and public concerns over the arms race; *George W. Bush sending troops to Iraq*: connects the 9/11 terrorist attacks on the United States and claims of weapons of mass destruction in Iraq to President Bush's decision to send troops to Iraq, resulting in United States deficit spending for nation building in Iraq and criticism of the Bush administration over failed intelligence about weapons of mass destruction, the replacement of Saddam Hussein's repressive dictatorship by American occupation, and the ongoing struggle for democracy in Iraq
- Richly supports the theme with relevant facts, examples, and details, e.g., *Harry Truman deciding to use the atomic bomb*: Pearl Harbor; war in the Pacific; Emperor Hirohito; island hopping; kamikaze; Manhattan Project; Franklin Roosevelt; kept USSR out of Japan; saved an estimated one million American soldiers; Soviet atomic tests; bomb shelters; McCarthyism; radioactive fallout; General Douglas MacArthur; democratic constitution; end of strong military in Japan; economic giant; *George W. Bush sending troops to Iraq*: World Trade Center; Pentagon; Osama bin Laden; al Qaeda; Islamic extremists; oil reserves; 1991 Persian Gulf War; gassing of Kurds; more than 4,500 American troops killed; improvised explosive devices; veterans' issues; less spending on domestic programs; 2008 presidential election; trial and execution of Saddam Hussein; Iraqi civilian deaths; free elections; modernization; new infrastructure; Sunni versus Shiite
- 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 presidential foreign policy decision more thoroughly than for the second presidential foreign policy decision *or* by discussing one aspect of the task less thoroughly than the other aspects of the task
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Harry Truman deciding to use the atomic bomb*: discusses how Japan's refusal to surrender and the potential loss of a million American soldiers in an invasion of Japan led President Truman to use the atomic bomb, how the United States spent heavily to develop and test more nuclear weapons in order to win the arms race, and how civilian deaths and devastation in Hiroshima and Nagasaki resulted in Japan's unconditional surrender; *George W. Bush sending troops to Iraq*: discusses how the War on Terror and reports that Saddam Hussein possessed weapons of mass destruction led President Bush to send troops to Iraq, how the United States spent billions of dollars to rebuild Iraq and thousands of American soldiers were killed or injured, and how Saddam Hussein's rule was replaced by a more democratic government with free elections
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

Note: If **all** aspects of the task have been thoroughly developed evenly and in depth for **one** foreign policy decision, 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.

Often in times of war, presidential power increases to lead the country through crisis. This, however, can have a profound impact on both the US and countries around the world; Both Harry Truman and Lyndon B. Johnson were forced to make decisions regarding WWII and the Vietnam War, respectively, that changed the global status of the US. The wartime attitudes and political conundrums of both time periods immensely shaped the presidents' decisions; the desire for an end to WWII, among other things, pushed Truman to drop the bomb, while the political pressure to contain communism encouraged Johnson to escalate the Vietnam War. Though Truman won the war in Asia and Johnson arguably lost his, both presidents severely impacted the attitudes of Americans as well as physically and economically demolished Japan and Southeast Asia.

Harry Truman had just inherited the end of Roosevelt's World War II and, though Europe had been settled to some extent, was forced to end the war with Japan as well. The Manhattan Project under Oppenheimer had been under way for some time creating a weapon of mass destruction, the atomic bomb, and Truman was presented with two options because of this. He could enter Japan and bombard them with American naval, land, and air capacity, undoubtedly losing American lives in the process, or he could drop the A-bomb and save American lives. The second option was bound to demolish not only Japanese bases but also civilians and land, these being primary concerns for Truman. Some scientists warned Truman of the repercussions. But Japanese Bushido code and their opposition to surrendering convinced Truman that the atomic bomb

was necessary for the sake of America. Indeed, it saved countless American lives, but destroyed an estimated 200,000 of Japanese ones. The bomb boosted American morale, and more directly, brought the soldiers home.

Another enormous effect of the atomic bomb was its ability to propel the US to superpower status. The bomb not only had the effect of destroying Japan but it also convinced the world, and, more importantly, the Soviet Union, that the US was powerful and unafraid. However, this would lead to the concept of Mutually Assured Destruction, once the USSR built up its nuclear weapons, and escalated the Cold War. From then on, the US would have to live with the fact that many nations would have nuclear weapons. Even today, the government believes Iran and North Korea are developing nuclear weapons that would threaten our security. We also fear that terrorists will gain access to these dangerous weapons. Adversely, in Japan, the atomic bomb had an unquestionably negative effect. Hiroshima and Nagasaki were obliterated and huge numbers of civilians were killed. Furthermore, the US forced upon Japan a new constitution and eliminated any threatening Japanese army. This, in turn, lowered Japanese morale. Instead of focusing on military might, Japan would develop a thriving economy. However, heated debates would develop over the creation of self-defense forces and the construction of nuclear power plants.

Johnson also inherited his war, this time from Kennedy. Kennedy had stationed advisors in Vietnam. Furthermore, Johnson faced political pressure from the Republicans, who accused Democrats of being soft on Communism.

A reported attack on an American ship in the Gulf of Tonkin was all that was needed to convince the Congress to authorize more action, allowing Johnson to escalate the war. The North Vietnamese threat and Domino theory scared the American people, most of whom still supported the war. Johnson wanted to be loved by the people so he could put through his Great Society program. Torn by conflicting opinions, he escalated the war. Johnson understood that if he lost in South Vietnam, he would also lose his political power at home that allowed him to get things like the Civil Rights Act of 1964 and Medicare passed. So rather than lose South Vietnam, he escalated the war and made it an American one. He kept increasing troop levels and bombing, hoping to force North Vietnam to negotiate. The scale of the war and the use of the draft resulted in a huge antiwar movement and Johnson's popularity fell. A popular chant at war protests was "Hey, hey, LBJ, how many kids did you kill today?" Eventually, Johnson lost the ability to enlarge his Great Society, which had suffered because of the huge cost of the war. In 1968, with the war going badly, he dropped his reelection plans and started peace negotiations. Johnson's war continued even after he left office – four more years of destruction in Vietnam and upheaval at home. Communism had not been stopped, a goal had not been attained, and Vietnam was in ruins. Extensive bombing had not deterred the Viet Cong but had destroyed land. After Vietnamization, the Chi Minh's troops quickly overtook weak South Vietnam and unified the country. It would take Vietnam many years to rebuild after the devastating effects of napalm and Agent Orange on the Vietnamese countryside. LBJ's decision

had a clear impact not only on the US but in Southeast Asia.
Clearly, Presidents Truman and Johnson made wartime decisions as commander in chief that strongly affected both the US and Asian countries.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by describing the historical circumstances surrounding Harry Truman deciding to use the atomic bomb and Lyndon B. Johnson sending combat troops to Vietnam, and discussing an impact of each decision on the United States and another country
- Is more analytical than descriptive (*Harry Truman deciding to use the atomic bomb*: he could enter Japan and bombard them with American naval, land, and air capacity, undoubtedly losing American lives in the process, or he could drop the atomic bomb and save American lives; however, this would lead to the concept of mutually assured destruction, once the USSR built up its nuclear weapons and escalated the Cold War; instead of focusing on military might, Japan would develop a thriving economy; debate over self-defense forces and nuclear power plants; *Lyndon B. Johnson sending combat troops to Vietnam*: a reported attack on an American ship in the Gulf of Tonkin was all that was needed to convince Congress to authorize more action, allowing Johnson to escalate the war; antiwar movement developed; Great Society suffered; Johnson dropped reelection plans; extensive bombing had not deterred the Vietcong but had destroyed the land)
- Richly supports the theme with relevant facts, examples, and details (*Harry Truman deciding to use the atomic bomb*: Roosevelt; World War II; Europe; Manhattan Project; Oppenheimer; civilians; Bushido Code; opposition to surrendering; destroyed 200,000 Japanese; superpower; Iran and North Korea; nuclear weapons; threaten our security; terrorists; Hiroshima and Nagasaki; new constitution; *Lyndon B. Johnson sending combat troops to Vietnam*: Kennedy; advisors; pressure from Republicans; soft on communism; domino theory; draft; declined further nomination; Southeast Asia; Vietnamization; Ho Chi Minh; unified the country; napalm; Agent Orange)
- Demonstrates a logical and clear plan of organization; includes an introduction that notes that presidential power increases in times of war and that Truman was successful in Asia while Johnson was not, and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 5. The response effectively describes the historical circumstances leading to each presidential decision. The discussion clearly conveys the impacts of both foreign policy decisions in the enormous destruction in Japan and Southeast Asia and the profound effects on the United States.

United States presidents often make foreign policy decisions in an attempt to deal with international problems. These decisions have led to an impact on both the United States in addition to other nations. Two presidential foreign policy decisions that exemplify this theme are Truman's deciding to use the Atomic Bomb and George W. Bush's decision to send troops to Iraq in 2003.

In 1945, America was at war with Japan in the Pacific. The War in Europe had already ended at this time with Hitler's suicide and the German surrender. However, war waged on between Japan and the United States. In the United States, scientists working on the top secret Manhattan Project had developed and tested the atomic bomb. To end the war quickly and save an estimated one million American soldiers, Truman warned Japan that the U.S. would use devastating power if necessary, but wavering military leaders in Japan stubbornly refused to accept unconditional surrender, so Truman ordered an atomic strike. It took two bombs on Hiroshima and Nagasaki before Japan surrendered unconditionally. This had a profound impact on the United States because now America was a superpower in the world. America was now, without a doubt, the most powerful nation on the planet. The bombs had a devastating affect on Japan. After the bombs fell, the death toll in Japan went into the hundreds of thousands. Japan was reduced to rubble in many areas and ~~the~~ rebuilding would be difficult. General Douglas MacArthur took charge of the occupation that laid the groundwork for Japan to become an

economic giant. Today, Japan is one of America's greatest trading partners as an exporter of cars and electronics. Furthermore, the dropping of the Atomic Bomb not only ended WWII between the U.S. and Japan, but made the United States a respected superpower. However, it did not take long for the Soviet Union to develop its own atomic weapons and the nuclear arms race began. The arms race and Cold War between the U.S. and the Soviets also led directly to domestic impacts. Fear of Communism led to loyalty oaths for government workers and McCarthyism and its witch hunts. Americans also took steps to prepare for a nuclear attack. They built bomb shelters and practiced "duck and cover" drills in schools.

Another presidential foreign policy decision that would impact both the United States and another nation would be George Bush's decision to send troops to Iraq in 2003. After 9/11, the Bush administration declared a war on terror in the Middle East. In other words, the president would use his power as commander and chief to send troops anywhere he felt necessary to eliminate terrorism. Bush believed that Iraq and specifically Iraq's dictator Saddam Hussein, were holding weapons of mass destruction, which could be used against the U.S.. Without permission from the United Nations, Bush decided to invade Iraq and overthrow Saddam to end the threat he believed Iraq possessed. As the conflict dragged on, it was evident that Iraq didn't possess the WMD's that Bush was looking for. However, it was still important to his administration

that Saddam was overthrown and a stable democratic government would be put in its place to protect Iraq's vast oil reserves and keep Iran from threatening other U.S. allies. When Saddam was overthrown, Iraq was thrown into a civil war between Sunnis, Shites, and Kurds for control of the nation. The al-Qaeda cell in Iraq also attacked civilians and Americans, adding to the bloodshed. The Iraq War was a long, bloody conflict that resulted in the deaths of thousands of Americans and tens of thousands of Iraqis. For Iraq, America's invasion and attempt at nation building was both a disaster and a chance at a new start. The U.S. has promised to leave, removing all troops, but leaving a divided Iraq to work out its own future. It will take a long time to know whether Bush's decisions were good or bad for both the U.S. and Iraq.

Other nations have looked down on the U.S. thinking we had no place there in the first place. Bush's decision meant that the United States would have to greatly increase its military budget and it has enlarged the national debt. Many Americans think that money spent to rebuild Iraq could have been used to improve Americans' lives.

To conclude, the presidential foreign policy decisions often have an effect on both the U.S. and other nations. Most notably, Truman's dropping of the Atomic Bomb and Bush's invasion of Iraq had a profound effect on many nations and people.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by describing the historical circumstances surrounding Harry Truman deciding to use the atomic bomb and George W. Bush sending troops to Iraq, and discussing an impact of each decision on the United States and another country
- Is more analytical than descriptive (*Harry Truman deciding to use the atomic bomb*: but unrelenting military leaders in Japan stubbornly refused to accept unconditional surrender, so Truman ordered an atomic strike; General Douglas MacArthur took charge of the occupation that laid the groundwork for Japan to become an economic giant; fear of communism led to loyalty oaths; American citizens took steps to prepare for a nuclear attack; *George W. Bush sending troops to Iraq*: however, it was still important to his administration that Saddam was overthrown and a stable democratic government would be put in its place to protect Iraq's vast oil reserves; many Americans think that money spent to rebuild Iraq could have been used to improve Americans' lives; for Iraq, America's invasion and attempt at nation building was both a disaster and a chance at a new start)
- Richly supports the theme with relevant facts, examples, and details (*Harry Truman deciding to use the atomic bomb*: Pacific; war in Europe had already ended; Hitler's suicide; German surrender; save an estimated one million American soldiers; top secret Manhattan Project; Truman warned Japan; two bombs on Hiroshima and Nagasaki; superpower; death toll; hundreds of thousands; reduced to rubble; trading partner; exporter of cars and electronics; Soviet Union; nuclear arms race; bomb shelters; duck-and-cover drills; *George W. Bush sending troops to Iraq*: 9/11; War on Terror; commander in chief; weapons of mass destruction; United Nations; military budget; enlarged the national debt; Saddam was overthrown; civil war; Sunnis; Shiites; Kurds; deaths of thousands of Americans; tens of thousands of Iraqis)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that generally restate the theme

Conclusion: Overall, the response fits the criteria for Level 5. Analysis and well-chosen details indicate an understanding of how presidential foreign policy decisions have affected the modern world.

As the expanding world has become more globally interconnected, the United States has arisen as an extremely involved nation in the international community. The President of the United States generally creates their own identifiable foreign policy, which shapes the way the country functions on an international basis. With this kind of power, the President's decisions effects are far-reaching, affecting many of the stronger and weaker nations of the world. Within the country, direct reactions to the President's foreign policy and immediate effects drastically shape the mood of American society. Presidential foreign policy decisions of the United States have direct impacts on many foreign nations, as well as the United States itself; two examples from the twentieth century are President Truman's decision to drop the atomic bomb on Japan and President Johnson's numerous decisions to send troops to Vietnam.

In 1945, after the allies won the European front of WWII, the United States shifted its focus toward Japan in the Pacific. The failure of United States troops to force Japanese into submission, mainly due to the emphasis on loyalty and denunciation of surrender in the Japanese bushido code, had left President Truman believing that traditional fighting could not break the Japanese. With the successful testing of atomic bombs under Project Manhattan, Truman and his advisors saw a new option. In early August of 1945, Truman ordered pilots to drop the bombs on Hiroshima then Nagasaki, forcing the Japanese to surrender. Hundreds of thousands of Japanese died from the bombs, both immediately and over time from the effects of radiation. A new Japan would rise from the destruction, one determined to keep a tight rein on its military and in total opposition to the

use of nuclear weapons. The Soviet Union began development of an atomic program almost immediately and built many nuclear weapons, escalating the arms race and Cold War with the United States, because of the fear of American power. Soviet spending on its military and weapons eventually crippled its economy and became one reason for its breakup. The United States remains the only nation to drop an atomic bomb on any nation, and many still disagree with Truman's decision. Some feel it was right, and provided the necessary force to end the war, while others are still stunned by the magnitude of its destruction. Overall, the dropping of the bomb boosted American dominance but scared the Soviet Union into nuclear production. This new nuclear world, where total devastation was possible, was a very new and fearful place for Americans to live. We had gone from victors in WWII, as the only nation with atomic weapons, to potential targets of Soviet atomic bombs in a few short years. Led by politicians like McCarthy, Americans became suspicious that government officials were spying for our enemies.

During the tension of the Cold War, Vietnam fought tirelessly between the communist north and anti communist south. Ho Chi Minh, the Vietnamese Communist leader, dreamed of a unified Vietnam under communism. The domino theory predicted that if Vietnam fell, many others would follow, which scared many Americans. After reports that United States ships had been attacked in the Gulf of Tonkin, President Johnson, with support of his advisors and Congress, sent American troops into South Vietnam to help fight against the communists. Though the United States had superior weaponry, their endless bombing was useless against the guerilla tactics of the northern communists. Johnson, however, continued to boast of

American success, though the media proved otherwise. Watching live television coverage of horrible scenes of destruction, the American public became disenchanted with Johnson's decisions to continue escalation in Vietnam and the antiwar movement grew. In the late 1960s the counterculture movement and most of the youth were fed up with war in Vietnam. Protest songs and college demonstrations showed the disgust of many young people with the war. Some burned draft cards in protest, and even defected to Canada to avoid being drafted to fight. Vietnam veterans were sometimes treated poorly, though they were simply following orders. Johnson's decisions created a war that was detested by more Americans than any other war in history. The Vietnam War crippled Johnson's presidency and left American society divided and changed. Also, since the U.S. was not successful in its fight against the Communists, the effects of escalation were increased death and destruction in Vietnam. Agent Orange destroyed Vietnamese jungles and bombing and fighting killed and displaced villages of civilians. After years of war and terrible losses on both sides, the Communists won anyway and unified Vietnam.

In the 20th century, the foreign policy decisions of American presidents became more important, with huge impacts at home and abroad. A very powerful United States played a vital role in international relations. President Truman's decision to drop the atomic bomb on Japan and President Johnson's escalation of the war in Vietnam are just two of the decisions that have shaped American society and had drastic effects on foreign nations.

Anchor Level 4-A

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the historical circumstances surrounding Harry Truman deciding to use the atomic bomb and an impact on the United States and the Soviet Union less thoroughly than discussing the historical circumstances surrounding Lyndon B. Johnson sending combat troops to Vietnam and an impact on the United States and Vietnam
- Is both analytical and descriptive (*Harry Truman deciding to use the atomic bomb*: with the successful testing of atomic bombs under Project Manhattan, Truman and his advisors saw a new option; Soviet spending on weapons would eventually cripple its economy and become one reason for its breakup; overall, the dropping of the bomb boosted American dominance but scared the Soviet Union into nuclear production, creating a fearful place for Americans; *Lyndon B. Johnson sending combat troops to Vietnam*: the domino theory predicted that if Vietnam fell, many others would follow, which scared many Americans; watching live television coverage of horrible scenes of death and destruction, the American public became disenchanted with Johnson's decisions to continue escalation in Vietnam; the antiwar movement grew; after terrible losses on both sides, the communists won anyway and unified Vietnam)
- Supports the theme with relevant facts, examples, and details (*Harry Truman deciding to use the atomic bomb*: allies; European front; World War II; Pacific; loyalty; Bushido Code; Hiroshima; Nagasaki; nuclear testing; arms race; Cold War; McCarthy; spying for our enemies; *Lyndon B. Johnson sending combat troops to Vietnam*: Cold War; communist north and anti-communist south; Ho Chi Minh; Gulf of Tonkin; endless bombing; guerilla tactics; counter-culture; protest songs; college demonstrations; burned draft cards; defected to Canada; Vietnam veterans; cripple Johnson's presidency; Agent Orange; killed and displaced civilians)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that convey the power of the United States in an interconnected world

Conclusion: Overall, the response fits the criteria for Level 4. While the greatest strength of the response lies in its discussion of the impact of the Vietnam War on American society, further discussion of how the atomic bomb affected the United States would have enhanced it.

United States Presidents often make foreign policy decisions in an attempt to deal with international problems. Harry Truman's decision to use the atomic bomb and George W. Bush's decision to send troops to Iraq both had an impact on the United States and other countries.

On December 7, 1941, the Japanese empire bombed Pearl Harbor, Hawaii. The attack destroyed much of the U.S. navy and thousands of lives were lost. Because of this, Franklin Delano Roosevelt asked for a declaration of war on Japan and her allies. And so began U.S. involvement in WWII. When Harry S. Truman took office after Roosevelt's death, the war effort in Japan was still going on. The United States seemed no closer to forcing Japan to surrender unconditionally. After a series of Pacific island battles with heavy American casualties, Truman made the decision to drop the newly developed atomic bombs on the island nation. The city of Hiroshima was bombed in August of 1945 and a few days later, Nagasaki was decimated as well. As a result, Japan surrendered. Yet even after the surrender and the US army moved in to help rebuild what they had destroyed, lasting effects of the bombing could still be felt. Thousands upon thousands lost their lives and the two cities had been heavily damaged. During MacArthur's occupation, Japan's economy was rebuilt and the country would become a leading industrial power within a few decades. This took place under an United States imposed constitution and through great effort by the Japanese themselves. In the United States, many supported Truman's

decision to drop the atomic bombs but began to fear the growing arms race after the Soviet Union tested its own device. While the US ended WWII as the world's strongest country, the Soviets got the bomb ~~so~~ quickly and shocked Americans. Also the wartime allies became bitter Cold War rivals, creating the conditions for distrust and conflict for years. This also had an impact on life at home, where anticommunism grew and people like Senator McCarthy used it for their own political advantage.

In 2001, the U.S faced another national tragedy: the attack on the World Trade Centers by Middle Eastern radicals. What followed from that was an ongoing war against terrorism and the invasion of two Middle Eastern nations. In 2003, President Bush ordered troops to Iraq in order to ~~to~~ overthrow Saddam Hussein and locate weapons of mass destruction Iraq ~~is~~ supposedly possessed. In reality, Iraq did not have weapons of mass destruction and the war became mainly about ridding the country of a dictator and securing oil stores. Saddam Hussein was captured, tried and executed. Finally, the Iraqi people were free from a dictator's will. Soon, many American people began to strongly oppose the war and the government felt a back ~~back~~ that would help to elect President Obama who had voted against the war. In Iraq, American men and women lost their lives fighting for a cause that many felt was not worth it. Saddam Hussein's army and government were quickly overcome, but Iraq turned into a bigger problem as factions fought each other and al Qaeda attacked both American troops and Iraqi

civilians. It seemed to become clear to the public that the ongoing slaughter was not what a "win" should look like.

The foreign policy decisions made by George W. Bush and Harry S. Truman had lasting effects on the United States and many other nations. The impacts of what they did during their presidencies ^{will} be felt for years to come.

Anchor Level 4-B

The response:

- Develops all aspects of the task for Harry Truman deciding to use the atomic bomb and George W. Bush sending troops to Iraq but does so somewhat unevenly by discussing the impact of the atomic bomb on the United States and the impact of the Iraq War on Iraq less thoroughly than the other aspects of the task
- Is both descriptive and analytical (*Harry Truman deciding to use the atomic bomb*: the United States seemed no closer to forcing Japan to surrender unconditionally; during MacArthur's occupation, Japan's economy was rebuilt and the country would become a leading industrial power within a few decades; in the United States many supported Truman's decision to drop the atomic bombs, but began to fear the growing arms race after the Soviet Union tested its own device; *George W. Bush sending troops to Iraq*: in reality, Iraq did not have weapons of mass destruction and the war became mainly about ridding the country of a dictator and securing oil stores; finally, the Iraqi people were free from a dictator's will)
- Supports the theme with relevant facts, examples, and details (*Harry Truman deciding to use the atomic bomb*: December 7, 1941; Pearl Harbor, Hawaii; United States Navy; thousands of lives were lost; Franklin Delano Roosevelt; declaration of war; World War II; Roosevelt's death; Pacific island battles; Hiroshima; Nagasaki; two cities had been heavily damaged; *George W. Bush sending troops to Iraq*: 2001; attack on the World Trade Center; Middle Eastern radicals; war against terrorism; invasion of two Middle Eastern nations; overthrow Saddam Hussein; elect President Obama; voted against the war)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that generally restate the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response includes analysis of the historical circumstances surrounding both President Truman's and President Bush's decisions and their economic impacts. However, the impact of President Truman's decision on the United States and the impact of President Bush's decision on Iraq are only briefly mentioned.

The foreign policy made by the United States presidents have an impact on both the U.S. and other countries. Two examples of this effect are Harry Truman deciding to use the atomic bomb in 1945 and George W. Bush sending Troops to Iraq in 2003.

In 1945 the U.S. was in the middle of the biggest war since the Great War. The U.S. wished to remain neutral, but after being attacked by the Japanese on December 7, 1941, the day that will live in infamy, the U.S. had to step in and defend them selves. After being defeated in one of the bloodiest battles in the Pacific front of WWII at Okinawa, Japan still refused to surrender. They were going to fight until they had no one left to fight. President Truman knew that hundreds of thousands of American lives would be lost if he did not take drastic action. He ordered the dropping of an atomic bomb on Hiroshima. The bomb took more than 100,000 Japanese civilian lives. Most died instantly, but others died slow painful deaths. Many more survivors were left crippled and disfigured. Still Japan refused to surrender, so President Truman ordered the firing of a second atomic bomb, this time in Nagasaki. Now the damage was double and two Japanese cities were destroyed. Finally Japan surrendered unconditionally. This decision greatly changed and affected Japan. It had to rebuild its cities, but the lives lost could

never be built again. It tore apart families and left most survivors wishing that they were dead. It changed Japan from a militaristic empire to a nation with only self-defense forces that renounced war. Japan also became one of the world's biggest economies by the 1980s. It had risen from the ashes of World War II through its own hard work.

On the morning of September 11, 2001, two planes were hijacked and crashed into the twin towers. A third was crashed into the Pentagon, and a fourth went down in a Pennsylvania field. This attack showed Americans just how vulnerable they really were. President George W. Bush knew that he had to take action against radical Islamic terrorists, or another attack would be imminent. He launched the "War on Terror" and sent U.S. troops into Afghanistan. This effort used bombing and troops, with the help of Afghan tribes, to remove the Taliban from power and chase Bin Laden out of the country. While victory was not complete, Bush then decided to invade Iraq claiming that Iraq had weapons of mass destruction and was helping al Qaeda. This impacted Iraq positively and negatively. Throughout the war, thousands upon thousands of innocent civilians have been killed by suicide bombing and other acts of violence. Mothers, Fathers, Siblings, and Friends all taken away from

their families. After Saddam Hussein was captured and killed, the U.S. set up a plan for a democratic Iraq. A new constitution was written and elections were held. Now the people of Iraq have a say in government; but there is a continuing struggle for power between the different religious groups. After United States troops pull out there may be a greater threat of Civil War.

The United States was also affected by these decisions. Truman's decision stopped American bloodshed, while Bush's began the vicious cycle again. Both the decisions however regained American confidence. Truman's use of the atomic bombs established America's military superiority as the world's only nuclear power at the time. Bush's war on Iraq showed that America was willing to fight to keep weapons of mass destruction away from evil dictators. But Bush's war in Iraq also showed that it is easier to defeat a country than it is to control it after the initial victory. This lesson took a long time to learn and cost thousands of American soldiers their lives. The American people knew that their freedom and rights would be protected and preserved by these bold presidential decisions. We didn't just sit around while we were attacked, we stood up for ourselves and pushed back twice as hard.

The decisions made by Presidents Truman and Bush have affected us here at home and abroad. The same can be said for any American foreign policy.

Anchor Level 4-C

The response:

- Develops all aspects of the task but does so somewhat unevenly by describing the historical circumstances surrounding Harry Truman deciding to use the atomic bomb and George W. Bush sending troops to Iraq and discussing the impact of these decisions on Japan and Iraq more thoroughly than the impact of the decisions on the United States
- Is both descriptive and analytical (*Harry Truman deciding to use the atomic bomb*: after being defeated in one of the bloodiest battles in the Pacific front of World War II at Okinawa, Japan still refused to surrender; it changed Japan from a militaristic empire to a nation with only self-defense forces that renounced war; Truman's use of the atomic bombs established America's military superiority as the world's only nuclear power at the time; *George W. Bush sending troops into Iraq*: this attack showed Americans how vulnerable they really were; now the people of Iraq have a say in government but there is a continuing struggle between religious groups; after United States troops pull out, there may be a greater threat of civil war; Bush's war on Iraq showed that America was willing to fight to keep weapons of mass destruction away from evil dictators)
- Supports the theme with relevant facts, examples, and details (*Harry Truman deciding to use the atomic bomb*: Great War; attacked by Japanese; December 7, 1941; day that will live in infamy; hundreds of thousands of American lives; Hiroshima; more than 100,000 civilians; crippled; disfigured; Nagasaki; surrendered unconditionally; *George W. Bush sending troops to Iraq*: September 11, 2001; two planes; Twin Towers; Pentagon; Pennsylvania field; radical Islamic terrorists; War on Terror; Afghanistan; al Qaeda; suicide bombings; Saddam Hussein captured and killed; democratic Iraq; new constitution; elections were held)
- Demonstrates a logical and clear plan of organization; includes a brief introduction and conclusion that generally restate the theme

Conclusion: Overall, the response fits the criteria for Level 4. While the impacts of the presidential decisions on civilian populations in other countries are explored, the impacts of the decisions on the United States are less thoroughly developed.

Throughout the History of the United States, Presidents have used foreign policy to combat international issues. Whether through diplomacy or force, these situations always directly impact the United States & the foreign nations involved. Two specific examples of these policy decisions are President Harry S. Truman's decision to use atomic weapons against Japan in 1945 and President George W. Bush's ~~the~~ sending of troops to Iraq in 2003. Both these decisions had tremendous effects on America & the foreign countries involved.

Truman's decision to drop the atomic bomb on Japan in 1945 came about as a result of the ongoing stressors created in America as a result of WWII. Having originally joined the War after Japan's Pearl Harbor Attacks, the American people almost universally distained the Japanese. However, it wasn't until the Allied Forces (US, Britain, & Russia) began pushing back German Forces into Germany that the focus shifted onto Japan. With Italy & Germany defeated by 1944, Japan was the only major axis power left to deal with. Truman, faced with the choice of another ground invasion or the use of the newly developed atomic Bomb, chose the latter. Believing that the number of lives lost by the bomb would be less

than those in a full ground invasion, Truman opted to drop the first atomic bomb on Hiroshima in 1945, and the second on ~~Hagast~~ Nagasaki days later. With Japan's surrender, not only was the war completed, but it cemented America's position as a super power on the international level. In Japan, the devastation wrought by the bombs continued to affect those Japanese who survived for many years after (The nuclear fallout caused many more Japanese their lives). In addition, the Emperor of Japan lost power and status. After the war, a new democratic government was formed under United States supervision. Clearly, the decision to drop the atomic bomb had tremendous effects on both America & Japan.

Another foreign policy decision which affected both America & the world was President George W. Bush's sending of US troops to Iraq in 2003. US involvement in Iraq spanned back to President George Bush Sr.'s Persian Gulf War in the early 1990s. However, it was the 2001 September 11th attacks on America by the terrorist group Al-Qaeda which began the recent US involvement in Iraq. President Bush's proposal for war stemmed from his desire to make sure that terrorists did not gain access to weapons of mass

destruction. This desire was publicly supported based on the alleged weapons of mass destruction present in Iraq. Troops were initially sent to Iraq in 2003, but the need to leave them for years continued to generate controversy. In Iraq, American troops focused on stopping then dictator Saddam Hussein (who was left in power after the Persian Gulf War). With Hussein's capture, the American forces attempted to create an Iraqi democracy but were met with limited & shaky success. In America, the war was one of significant controversy. Americans were angered by the discovery that there were no WMD's in Iraq, as well as the growing death toll of the war. As a result, President Bush's public support steadily declined throughout both his terms, and the world's opinion of America seemed to lessen. Unlike the first Persian Gulf War, few nations supported the 2003 invasion of Iraq. The Iraq War, as well as the controversy it generates, continue to this day. Critics claim that terrorist groups gained recruits because of hatred of America invading an Islamic country. The decision to send troops to Iraq in 2003 had incredible lasting effects on both America & Iraq.

American foreign policy decisions are often used

to deal with international problems. Some of the decisions involve force, such as the dropping of atomic bombs or the sending of troops to Iraq, but many others involve diplomacy. Foreign policy is the cornerstone of international relations.

Anchor Level 3-A

The response:

- Develops some aspects of the task in some depth
- Is both descriptive and analytical (*Harry Truman deciding to use the atomic bomb*: Truman, faced with the choice of another ground invasion or the use of the newly developed atomic bomb, chose the latter; in Japan, the devastation wrought by the bombs continued to affect those Japanese who survived for many years after; *George W. Bush sending troops to Iraq*: this desire was publicly supported based on the alleged weapons of mass destruction present in Iraq; few nations supported the 2003 invasion; critics claim that terrorists groups gained recruits because of hatred over American meddling in an Islamic country)
- Includes some relevant facts, examples, and details (*Harry Truman deciding to use the atomic bomb*: World War II; Pearl Harbor; Allied forces; United States, Britain, and Russia; pushing back German forces; Italy and Germany defeated; Axis power; Hiroshima; Nagasaki; Japan's surrender; superpower; nuclear fallout; emperor of Japan lost power and status; new democratic government; United States supervision; *George W. Bush sending troops to Iraq*: George W. Bush Sr.'s Persian Gulf War; early 1990s; September 11, 2001 attacks; terrorist group; Al Qaeda; dictator Saddam Hussein; create an Iraqi democracy; no weapons of mass destruction; death toll; includes inaccuracies (*Harry Truman deciding to use the atomic bomb*: it wasn't until the Allied forces began pushing German forces into Germany that the focus shifted onto Japan; Italy and Germany defeated by 1944))
- Demonstrates a logical plan of organization; includes an introduction and conclusion that state that presidential decisions may involve force or diplomacy

Conclusion: Overall, the response fits the criteria for Level 3. The response uses analysis and detail to establish historical circumstances surrounding each presidential decision. However, the response lacks sufficient attention to the impacts of the decisions.

Although all branches of government play a role in United States foreign policy decisions, the president as the head of the executive branch often makes decisions that have a profound impact on the United States and the rest of the world. Presidents make these decisions based on historical information and the situation that the country is in. These decisions such as the decision to send troops to Vietnam made by Lyndon B. Johnson, and the decision to drop an atomic bomb on Japan made by Harry Truman have greatly impacted United States history and policy as well as the Vietnamese and Japanese.

Lyndon Johnson inherited a trainwreck when he became president in terms of Vietnam. Kennedy had promised that the United States would not let Vietnam fall to communism. Johnson didn't want to send American troops to Vietnam but he would have to uphold Kennedy's promise. In addition Johnson's advisors told him it was necessary to contain communism otherwise it would spread, this was known as the domino theory. This "domino theory" had been used by President Dwight Eisenhower in the 1950s to explain his support for South Vietnam. The United States had also learned from World War II that appeasement does not work to stop aggressive nations. All of these factors and popular

public support for the war contributed to Johnson's decision to send troops over to Vietnam to aid the South Vietnamese in their struggle against the Vietcong.

This decision had numerous impacts on the United States in terms of international policy and social feelings. Many Americans felt that Johnson had misled them by saying that the war in Vietnam could be won in only a few years. Johnson continued to tell the public the war was going well even when he and the public knew it was not. This led to a credibility gap and a general distrust in national politics. Johnson's decision also led to the War Powers Act which limited the amount of power the president had in deploying troops into combat situations. In addition Johnson's decision helped to sway the political mood in America from liberalism to conservatism which was shown with the election of Richard Nixon.

Sending troops in to Vietnam also affected the Vietnamese. Much of the infrastructure in Vietnam was destroyed by US bombs or burned down by US ground forces. It would take years for Vietnam to overcome this damage.

Another important US decision made by a president was the decision to drop the Atomic Bomb on Japan. Truman made this decision because he thought that it would cost thousands of lives to invade Japan. The United States

was tired of fighting after WWII in Europe so the Atomic bomb seemed like a way out of further fighting.

This decision saved thousands of American lives but cost many Japanese lives. In addition it made the United States the most powerful country in the world due to its new weapon. Eventually the atomic bomb would lead to a nuclear arms race with Russia and be one cause of the Cold War.

Truman's decision to drop the atomic bomb had profound impacts on the Japanese as well. Two of their cities were destroyed and nuclear fallout killed many more people. This forced Japan into submission thus ending WWII. Although the atomic bombs dropped on Japan killed many people in the end it probably saved lives because many more would have been killed in an invasion.

US presidents often make decisions that greatly impact the course of history such as the decision to go to war in Vietnam and the decision to drop the atomic bomb on Japan.

Anchor Level 3-B

The response:

- Develops all aspects of the task in little depth
- Is more descriptive than analytical (*Lyndon B. Johnson sending combat troops to Vietnam*: this “domino theory” had been used by President Dwight Eisenhower in the 1950s to explain his support for South Vietnam; the United States had also learned from World War II that appeasement does not work to stop aggressor nations; in addition, Johnson’s decision helped to sway the political mood in America from liberalism to conservatism which was shown with the election of Richard Nixon; much of the infrastructure in Vietnam was destroyed by United States bombs or burned down by United States ground forces; *Harry Truman deciding to use the atomic bomb*: Truman made this decision because he knew that it would cost thousands of lives to invade Japan; in addition, it made the United States the most powerful nation in the world due to its new weapon; this forced Japan into submission, thus ending World War II)
- Includes some relevant facts, examples, and details (*Lyndon B. Johnson sending combat troops to Vietnam*: Kennedy’s promise; contain communism; domino theory; aid the South Vietnamese; Vietcong; credibility gap; War Powers Act; *Harry Truman deciding to use the atomic bomb*: after World War II in Europe; nuclear arms race; Russia; Cold War; two of Japan’s cities were destroyed; nuclear fallout)
- Demonstrates a logical and clear plan of organization; includes an introduction that recognizes that all branches of government play a role in foreign policy decisions but that presidential decisions carry the most weight, and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The discussion of the historical circumstances surrounding Johnson’s decision to send combat troops to Vietnam and its impact on the United States is substantial, but the discussion of Truman’s decision is repetitive and fails to expand on several key details.

Throughout the History of the United States, Presidents have made Foreign Policy decisions. These decisions were made to deal with global Problems ranging from isolationism to peace in the middle east. The decisions made have impacted other countries abroad and at home in the United States: socially, politically, and economically. Two Foreign policy decisions that have made an impact are: Harry Truman deciding to use the atomic bomb and George W. Bush sending troops to Iraq. In 1945, after the death of Franklin D. Roosevelt, Harry S. Truman became president. During this time the U.S. was in World War II fighting Hitler and mainly Emperor Hirohito of Japan. Roosevelt had begun the Manhattan Project early in the war. The battles in the Pacific had been bloody, as the U.S. took island after island from the Japanese. The atomic bomb, a device that could and would win ~~soon~~ the war, was finished just as the U.S. was planning on invading Japan itself. After scientist finished the bomb, Truman decided to test its strength against Japan and picked two cities: Hiroshima and Nagasaki, one of which was located on the main island of Honshu. In the summer of

1945, both cities were each hit by an atomic bomb, engulfing both cities in a sea of flames. The use of the bomb affected Japan harshly: many lives were lost, the economy was destroyed by financial burden, and the totalitarian military leadership under the Emperor was ~~overthrown~~ ^{overthrown}. Japan was also forced after losing the war to the U.S. to sign a constitution which tightly limits their military power. However, the bombs use affected the U.S. in a far more better way: The U.S. won the War and developed a new Weapon. Truman was praised as a hero for deciding to take action, though, the economy remained steady.

In 2001 George W. Bush - son to former president George H.W. Bush - declared a war on terror, after terrorist attacked the World Trade Center in New York City, NY, the Pentagon in Washington D.C. and a failed terrorist attempt in Pennsylvania on September 11th, 2001. His first attempt to find the leader of the attacks Osama bin Laden in Afghanistan failed, so in order to try and "save face" he turned his attention to Saddam Hussein's dictatorship in Iraq. Bush Jr's father while president attempted to overthrow Hussein's regime in the 1990's, but he failed.

Bush Jr. however sought to finish his father's legacy and accused ~~Hussein's~~ ^{Hussein's} regime harbored weapons of mass destruction. Congress then voted to support President Bush's decisions to send thousands of troops to the country. Although the U.S. was successful in overthrowing the regime and executing Saddam Hussein in 2006, no weapons of mass destruction were found. The U.S. economy was drained by the cost of the war, and many people lost faith and were angered by the president and the republican party. This factor led to the election of the nation's first African-American president Barack Obama. The war on Iraq also to this day has not ended. The action's effect on Iraq however is both negative and ~~post~~ positive: The negative effects were a civil war between different groups of the country and more people in the middle east despise America. The positive effect a democracy was established and the ~~people~~ ^{people} of Iraq are now free from a dictatorship. In conclusion, although President's have made foreign policy decisions that have affected both other countries and the U.S., it has advanced us forward and paved the way for future leaders to learn from the policies passed and strengthen the government.

Anchor Level 3-C

The response:

- Develops some aspects of the task in some depth
- Is more descriptive than analytical (*Harry Truman deciding to use the atomic bomb*: in the summer of 1945, both cities were each hit by an atomic bomb, engulfing both cities in a sea of flames; Japan was also forced after losing the war to the United States to sign a constitution which tightly limits their military power; *George W. Bush sending troops to Iraq*: Bush Jr. sought to finish his father's legacy and accused Hussein's regime of harboring weapons of mass destruction; the United States economy was drained by the cost of the war, and many people lost faith and were angered by the president and the Republican Party; the negative effects were a civil war between different groups of the country and more people of the Middle East despise America); includes faulty and weak analysis (*George W. Bush sending troops to Iraq*: Bush Jr.'s father, while president, attempted to overthrow Hussein's regime in the 1990s, but he failed)
- Includes some relevant facts, examples, and details (*Harry Truman deciding to use the atomic bomb*: after the death of Franklin D. Roosevelt; World War II; Hitler; Emperor Hirohito; Hiroshima; Nagasaki; *George W. Bush sending troops to Iraq*: War on Terror; terrorist; World Trade Center; Pentagon; failed terrorist attempt in Pennsylvania; September 11, 2001; Osama bin Laden; Afghanistan; Congress; executing Saddam Hussein in 2006; African American president, Barack Obama)
- Demonstrates a satisfactory plan of organization; includes an introduction and a weak conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The discussions of the historical circumstances for both Truman and Bush are stronger than those of the impacts, which are uneven and not well developed.

United States presidents often make Foreign policy decisions in an attempt to deal with international problems. These decisions have had an impact on both the United States and on other countries. Two important decisions include John F. Kennedy guaranteeing Cuba and Lyndon B. Johnson sending combat troops to Vietnam.

In 1962, the Cuban Missile Crisis emerged. Communist Russia planted several missiles and nuclear weapons on Cuba that were ~~aimed at~~ ^{aimed at} the United States. To avoid a war and total destruction, president at the time, John F. Kennedy, completely guaranteed Cuba. This put the United States at a period of complete fear and confusion. We were preparing for a nuclear war! After days of negotiation, Russia agreed to remove their weapons from Cuba so long as the United States removes their weapons from Turkey. The panic had ended but ~~in~~ the United States no longer trades with Cuba, leaving Cuba a poor, third world country.

From 1965 to 1968, Lyndon B. Johnson ~~begin~~ sent combat troops to Vietnam. The United States wanted to stop the spread of communism from North Vietnam and make the world safe for democracy.

The war in Vietnam was a battle between communist North Vietnam and non-communist South Vietnam. Of course, the United States was fighting on the side of South Vietnam. Combat troops were trained to perform combat fighting in a certain manner. However, when the troops arrived in Vietnam, they began fighting in ways that they were not prepared for. Because this war was the first broadcasted war, Americans could view it at home. After witnessing all the destruction, Americans began to wonder why there were troops in Vietnam. Americans also began to dislike and lose trust in the government. After the war was over ~~Vietnam~~ all of Vietnam fell to communism and so did its neighbor Cambodia. Vietnam was destroyed, the war completely changed the landscape of Vietnam.

In conclusion, whether it be a crisis in Cuba or a war in Vietnam, foreign policy decisions will have an impact on the United States and the other country or countries that are involved. The ~~guarantining of Cuba~~ ^{crisis} ~~that fear in America~~ ~~and~~ ~~combat troops~~ created fear in America and combat troops in Vietnam created hatred and

distrust in America. Presidents make foreign policy decisions to deal with international problems, but according to the ^{policies} ~~decisions~~ discussed, the decisions may not have been so rewarding.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*John F. Kennedy quarantining Cuba*: communist Russia planted several missiles and nuclear weapons on Cuba that were aimed at the United States; the United States no longer trades with Cuba, leaving Cuba a poor third world country; *Lyndon B. Johnson sending combat troops to Vietnam*: the United States wanted to stop the spread of communism from North Vietnam and make the world safe for democracy; Americans also began to dislike and lose trust in the government; after the war was over, all of Vietnam fell to communism and so did its neighbor Cambodia)
- Includes few relevant facts, examples, and details (*John F. Kennedy quarantining Cuba*: Cuban missile crisis; quarantined; preparing for a nuclear war; United States removes their weapons from Turkey; *Lyndon B. Johnson sending combat troops to Vietnam*: non-communist South Vietnam; broadcasted war; destruction; changed the landscape)
- Demonstrates a clear plan of organization; includes an introduction that restates the theme and a conclusion that observes that these presidential decisions created fear and distrust in the United States

Conclusion: Overall, the response fits the criteria for Level 2. The response describes two presidential decisions and their impacts. However, overgeneralizations and few details weaken the response.

United States presidents have made many decisions relating to foreign policy in order to ensure the well-being of America. In order to fulfill his duty as president ^{to protect America}, the past presidents such as James K. Polk and Harry Truman have had to make many difficult decisions. Although these decisions have resulted in death, the presidents acted as they felt they should have in order to protect the country.

James K. Polk was president during the 1840s. There were many disputes between America and Mexico concerning the borderline of the Rio Grand. This river was a natural border, and as a result was not always a definite border. Different parts of the river were different widths, and in times of drought the river dried in spots, leaving no ^{visible} border. Many were accused of crossing the border, and the arguments became so tense that in 1846, Polk sent the American army to fight the Mexicans in order to settle the dispute. The Americans won the fight and gained control of some Mexican land. This land later became a section of the transcontinental railroad. Polk decided to fight Mexico to protect Americans from disputes concerning the border.

Although he may have sent troops to gain more land, it wasn't the interest of the American citizens to build the transcontinental railroad there for easy transportation of goods and people. The decision to send troops was a large impact on America because the disputes ended and the railroad was built so people could easily travel to the west. This decision, however, had a negative effect on Mexico because they lost land, money, and the lives of many soldiers. This caused Mexico to become angry with America and led to poor relations between the two countries.

A second influential decision was the one of Harry Truman to drop the atomic bomb on Hiroshima and Nagasaki, two major cities in Japan, to end World War II. Harry Truman knew that his decision would impact the ~~that~~ whole world as this new technology was released to the world. He also knew that many innocent people would die because of the bomb. However, Japan was not giving up and many people were dying fighting. The war seemed to never end, and dropping the atomic bomb would end it. When ~~the~~ the Manhattan Project, the secret mission to build the atomic bomb,

Completed the most destructive weapon known to mankind at the time and approached President Truman, those who knew about the bomb knew of the destruction it would cause. When ~~they~~ the two bombs were dropped, Americans celebrated. All knew the war was over, and that peace could finally be preserved. Americans also had the most advanced weapon of the time, which gave a confidence that made Americans feel invincible. At the same time Americans celebrated, the Japanese suffered. Millions died due to the impact and radiation later on. It is the cause of cancer in many places in Japan. Families were destroyed, homes, businesses, and the daily lives of millions of people were shattered as two cities were destroyed. The effect on America was great; the effect on Japan was terrible. American presidents make decisions every day of their term or terms in office. Some of these decisions relate to national security and foreign affairs. Although some decisions were based more on greed than others, America has been impacted greatly by these decisions and, many times, impact others just as greatly.

Anchor Level 2-B

The response:

- Minimally develops most aspects of the task
- Is primarily descriptive (*James K. Polk sending troops to the Rio Grande*: there were many disputes between America and Mexico concerning the borderline of the Rio Grande; the Americans won the fight and gained control of some Mexican land; this caused Mexico to become angry with America and led to poor relations between the two countries; *Harry Truman deciding to use the atomic bomb*: Japan was not giving up and many people were dying fighting; Americans also had the most advanced weapon of the time, which gave a confidence that made Americans feel invincible); includes faulty analysis and isolated application (*James K. Polk sending troops to the Rio Grande*: this river was a natural border, and as a result was not always a definite border; different parts of the river were different widths, and in time of drought, the river dried in spots leaving no visible border)
- Includes few relevant facts, examples, and details (*James K. Polk sending troops to the Rio Grande*: lost land, money, and the lives of many soldiers; *Harry Truman deciding to use the atomic bomb*: Hiroshima and Nagasaki; World War II; new technology; innocent people; Manhattan Project; two bombs were dropped; war was over; cancer; families were destroyed); includes an inaccuracy (*Harry Truman deciding to use the atomic bomb*: millions died due to the impact and radiation later on)
- Demonstrates a general plan of organization; includes an introduction that states that the president makes decisions for the well-being of America and a conclusion that notes that some presidential decisions were based on greed

Conclusion: Overall, the response fits the criteria for Level 2. The response demonstrates some understanding of the historical circumstances and impact of using the atomic bomb. However, the discussion of the Mexican War is diminished by a lack of understanding of the border dispute over the Rio Grande, a failure to include the issues related to Texas, and a confused connection between the Mexican Cession and the transcontinental railroad.

In a world where nation leaders often need to make decisions about foreign policies, one nation stands apart. The United States President often has to make such decisions in times where international problems arise. These decisions also have a profound effect on both the U.S., and ~~the~~ other nations, who are either directly or indirectly involved.

One example of a decision made by the President is the dropping of atomic bombs on Japan. This decision was made by Harry Truman, and was made while World War II was being fought. There were two bombs dropped, Fat Man and Little Boy, and were dropped on the cities of Hiroshima and Nagasaki. ~~The~~ The effect this had on those in the US was that ~~the~~ the war would soon be over. Truman's argument for the droppings was that it would save American lives, and that it did. However, the effects it had on those in Japan argue the morality of it. Those who were at the site of the bomb droppings were killed instantly,

vaporized in fact. They were the "lucky" ones. Those not killed in the explosion had to suffer a worse fate. They received radiation poisoning. This often led to, but wasn't limited to, cancer, abnormalities, and often led to death anyway. One has to wonder if it was worth all of their suffering to "save American lives."

Another example of a foreign policy decision ~~was~~ was during the Red Scare, and the attempt at containment of Communism. This was the quarantining of Cuba. Cuba, as one could assume, was a Communist nation, ~~and~~ ~~the~~ The president who made this decision was JFK. Because of this, embargoes were placed between the two. ~~Under~~ ~~the~~ ~~the~~ ~~the~~ That was an effect on both nations. The way it effect those in the US was that some maybe had family there, which could also have them be questioned. ~~the~~ ~~the~~ ~~the~~ There was also more to it than communism. Those in America also had to worry about the possibility of atomic bombs.

Russia, who had recieved the secrets for the atomic bomb, had relations with Cuba. Tension had already been between Russia and the US, due to communism, and now there was fear. ~~But~~ The way this effected Cuba was that there were some who didn't want to be there, but couldn't come to America due to these policies. This often led to the smuggling of them into the country. Many times they would be sent back, and severely punished.

Foreign policies are always there, whether a president makes it or not. They just aren't declared. When these decisions are made, one should always stop to think about how this may effect others. Especially when they involve war or conflict. Violence isn't always the answer, and all possible options should be explored before a decision is made. That one decision could change the world.

Anchor Level 2-C

The response:

- Minimally develops most aspects of the task
- Is primarily descriptive (*Harry Truman deciding to use the atomic bomb*: the effect this had on those in the United States was that the war would soon be over; Truman's arguments for the droppings was that it would save American lives, and that it did; those who were at the site of the bomb droppings were killed instantly, vaporized in fact; *John F. Kennedy quarantining Cuba*: another example of a foreign policy decision was the attempt at containment of communism; those in America also had to worry about the possibility of atomic bombs); includes isolated application (*John F. Kennedy quarantining Cuba*: the way it effected those in the United States was that some maybe had family there, which could also have them be questioned; the way this effected Cuba was that there were some who did not want to be there, but could not come to America due to these policies; this also led to the smuggling of them into the country; many times they would be sent back and severely punished); includes faulty analysis (*John F. Kennedy quarantining Cuba*: during the Red Scare; because of this, embargoes were placed between the two)
- Includes few relevant facts, examples, and details (*Harry Truman deciding to use the atomic bomb*: World War II; two bombs dropped; Fat Man and Little Boy; Hiroshima; Nagasaki; radiation; cancer; *John F. Kennedy quarantining Cuba*: Russia; tension; fear)
- Demonstrates a general plan of organization; includes a weak introduction and a conclusion that indicates that all possible options should be explored before a foreign policy is made

Conclusion: Overall, the response fits the criteria for Level 2. The response shows some understanding of the issues related to the use of the atomic bomb but fails to demonstrate comprehension of President Kennedy's use of the quarantine.

United States Presidents often make foreign policy decisions in an attempt to deal with International problems. These decisions have had an impact on both the U.S. and on other countries. Two examples on foreign policy include George H. W. Bush sending troops to Kuwait (1990-1991) and George W. Bush sending troops to Iraq (2003). Both of these policies have received mixed responses on the actual need for involvement.

The Gulf war or war in Kuwait was based upon a major reason, Oil. Saddam Hussein and his army marched into Kuwait and took over the oil refinery. The U.S. did not like this and sent troops in, not to help Kuwait but to preserve the oil imports from Kuwait. The U.S. sent troops only to protect its own economic interests and the upset citizens in the U.S. Arguments supporting this policy state that if George H. W. Bush sent troops into Kuwait and beat Saddam back to Iraq, then when Iraq invaded Kuwait again, his son would not have had to send troops in 12 years later. George W. Bush did not have valid points for entering Iraq at

Anchor Level 1-A

The response:

- Minimally develops three aspects of the task by stating a historical circumstance surrounding George H. W. Bush sending troops to Kuwait and stating an impact of the decision on Kuwait and on the United States
- Is descriptive (*George H. W. Bush sending troops to Kuwait*: the Gulf War or war in Kuwait was based upon a major reason, oil; if George H. W. Bush sent troops into Kuwait and beat Saddam back to Iraq then went into Iraq and defeated him then, his son would not have had to send troops in 12 years later)
- Includes no additional relevant facts, examples, or details
- Demonstrates a general plan of organization; includes an introduction that is little more than a restatement of the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response attempts to discuss two presidential decisions with limited facts and details for George H. W. Bush and speculative historical circumstances for George W. Bush's entry into the 2003 War on Iraq.

United States presidents are always facing problems around the world. The presidents are suppose to do what they believe is best for their country. Deciding whether or not going to war or to sign something or not is big things they have to do.

In 2003 George W. Bush was faced with a lot of decisions. After being bombed by Iraq ~~and America~~ George W. Bush had to decide what to do. George W. Bush retaliated and sent troops to Iraq and Iran. The fighting is still continuing today for six years now. This is still a problem today because we can't end this war. ~~and~~

In 1962 things occurred for John F. Kennedy to. One day the U.S. was flying around in spy planes and saw that Cuba had missiles pointing directly at us and they weren't far away at all. Kennedy had to think quick and decide what to do. Kennedy decided to set up a blockade on Cuba and told them that this blockade on Cuba would

not be over until they destroyed their
missiles. Cuba decided to just destroy them
and the blockade ^{was over.} This was all called the
Cuban missile crisis ~~and~~ Bay of Pigs invasion.
only one of the recent presidents
was that he put us in is still occurring. The
Cuban missile crisis came shortly to the end
but George Bush's war is still going on for
six years now.

Anchor Level 1-B

The response:

- Develops one aspect of the task in some depth by describing the historical circumstances surrounding John F. Kennedy quarantining Cuba
- Is descriptive (*John F. Kennedy quarantining Cuba*: one day the United States was flying around in spy planes and saw that Cuba had missiles pointing directly at us and they were not far away at all)
- Includes an additional detail (*John F. Kennedy quarantining Cuba*: Cuban missile crisis); includes inaccuracies (*John F. Kennedy quarantining Cuba*: Bay of Pigs invasion; Cuba decided to just destroy them and the blockade was over; *George W. Bush sending troops to Iraq*: after being bombed by Iraq, George W. Bush had to decide what to do; George W. Bush retaliated and sent troops to Iraq and Iran)
- Demonstrates a general plan of organization; lacks focus; includes an introduction that notes that presidents face problems around the world and are supposed to do their best for the American people and a conclusion that points to the length of the Iraq war

Conclusion: Overall, the response fits the criteria for Level 1. The response correctly addresses only one aspect of the task.

Every national leader comes across a situation that forces them to make decisions concerning foreign policy. These decisions reflect the national ideology at the time. Whether in a period of isolation or a period of expansion and influence, United States presidents affect the U.S. and the other nations in the world by asserting its stance on certain international issues.

The election of James K. Polk represented the confirmation of American expansion across the continent. Many U.S. citizens believed in the ideology of Manifest Destiny, that God destined the nation to expand from ocean to ocean. President Polk was eyeing the southwest. He wanted to acquire the lands in the California region, New Mexico, and Texas. Texas had gained independence from Mexico in 1836, but the U.S. was hesitant to annex it then because it feared provoking war with Mexico or sectionalism over the expansion of slavery. Polk finally annexed Texas in 1845 following his election. The U.S. recognized the border at the Rio Grande, but Mexico believed it was at the ~~newer~~ ^{newer} ~~River~~ ^{River}, a little farther up north. The border dispute ~~involved~~ ^{engaged}, and Polk made the decision to send troops into the disputed area to protect what they thought was their own lands. Polk

said that we were being provoked on our own land, and a skirmish occurred. This began the Mexican American War. Because Mexico was still a relatively young nation after gaining independence from Spain in 1821, the government was unstable and the nation lacked the resources to fight a war. In the end, the U.S. came out of the war victorious. Mexico was forced to cede what is now the southwestern part of the U.S. to the Americans in exchange for a mere \$15 million. Mexico lost about half its size only in a few years. Because of the war with Mexico, the United States fulfilled its Manifest Destiny, gaining the land to the Pacific Ocean.

Another presidential decision was made by Harry Truman when he decided to use the atomic bomb in Japan. World War II had dragged on for a long time. Victory had already been achieved in Europe with the fall of Hitler in Germany. The war in the Pacific front turned out to be even more costly. There were much more deaths and injuries. The Japanese were unwilling to surrender. The United States had recently come up with a new kind of weapon: The

atomic bomb. Truman decided to use it because it would end the war quickly and prevent even greater American deaths from happening. Also, by using this exclusive technology, he would show the Soviet Union the strength of the U.S. So, in August, two atomic bombs were dropped on Nagasaki and Hiroshima. The Japanese finally surrendered. Japan was in ruins because of the destruction. Japan eventually climbed up to become a technologically advanced nation with a booming economy. After Nagasaki and Hiroshima, the U.S. continued to build up its atomic weapons and increase military spending to compete with the U.S.S.R. The U.S.S.R. also sought to catch up with the U.S. resulting in an expensive arms race that dominated the second half of the 20th century.

Presidents are faced with decisions that affect the people at home and people abroad. These decisions may be for the better, but they also could be for the worse.

In the United States ~~the~~ history presidents often have to make foreign Policy decisions. The foreign Policies are usually ~~to~~ created to deal with international problems. The decisions the presidents have made have a ~~signifia~~ significant impact on both the United States and other countries.

Two out of many presidents who have foreign Policies, are, Lyndon B Johnson when he ⁽¹⁹⁶⁵⁻¹⁹⁶⁸⁾ sent troops to Vietnam, and ^{Harry Truman} ~~George W Bush~~ when he decided to use the atomic bomb ~~sent troops to Iraq (2002)~~ (1945).

In the mid 60's when South Vietnam reached out their hand for support The United States came to their side to help. The Vietnam war was the North Vietnamese government was trying to take over the south to spread communism. The United States entered not only to help South Vietnam, but to also contain communism. The government had a fear of communism becoming too powerful and taking over the democracy the United States had set up, this fear was called the Red Scare. When Lyndon B Johnson made it ~~in~~ public that The United States would help the Vietnamese to stop communism the

United States separated. The time that Vietnam was happening was also the hippie movement when people would say, "Make peace not war." Many citizens felt we should stay out of it, it's not affecting us, but other people had the red scare and wanted the U.S. to join. Soon after sending troops to Vietnam a draft started because they needed more soldiers. Young men who could be drafted would flee to Canada or find loopholes to stay out of the war. In Vietnam the North had many men and weapons supplied to them from other communist nations. The men from the States were walking through unfamiliar land not knowing if a Charlie is sitting in the bush right next to them. The South's army wasn't very strong which later caused ~~more~~ problems making troops ~~have~~ retreat because they were getting swarmed with the enemy. Shortly after Johnson's term ended President Richard Nixon brought the troops back home enemy had crossed the line and were controlling the South's government with in ~~minutes~~ minutes of the last U.S.

being air lifted from there.

1945 The year Harry Truman was the president and the United States was at war with Japan. During this war a German Scientist left Germany and came to America with immense intelligents, this German Scientist was Elbert Einsiten. In the United States naval defence it was very common for the Navy to have naval bases on islands of the Coast. One of the United States naval bases was located on hawaii perfect area to protect the pacific coast from attacks from foreign invaders. The Naval base was Pearl Harbor and that base is what lead to President trumans decision to drop the atomic bomb. The Japanese sneak attacked ~~the~~ Pearl harbor ~~taken~~ while they had their backs turned destroying planes + ships, killing millions ~~to~~ who were trapped in the ships lower levels. Hospitals became over ~~run~~ run with injured soldiers, and civilians. This Unknown attack made ~~President~~ President Harry Truman work with ~~el~~ Elbert Einstein to create

The atomic bomb. The United States extremely upset with the attack on the Harbor pushed them over the edge. Then even with warning President Truman ordered that two atomic bombs be dropped on Hiroshima and Nagasaki. The atomic bomb killed millions of people not only from the blast, but from the radiation left behind many ~~per~~ Japanese citizens later developed cancer from the aftermath of the bomb.

In the ~~unites~~ United States history Presidents have ~~a~~ had to deal with international ~~prop~~ problems, which lead to them making foreign policies to ensure the safety of the United States. The decisions many presidents have made impact not only the citizens in the United States, but the countries that are involved.

The president of the United States has numerous responsibilities both domestic and foreign. In both cases the president works to do what's right for our country, but not always right for the rest of the world. Two presidential foreign policies that had far reaching effects both in the U.S. and in other countries involved were James K. Polk's decision to send troops to the Rio Grande in 1846 and Harry Truman's decision to drop the atomic bomb in 1945.

Polk was a man with a mission, his mission because of the time period in which he was elected, was Manifest Destiny, to expand the U.S. from east to west coast and settle all those areas with U.S. citizens. The majority of the people and politicians felt the expansion was America's God given right. However Mexico which controlled California and areas in the southwest (of what is currently the U.S.) did not believe in the Manifest Destiny of America. They wanted to maintain their land in North America, having already lost Texas to revolt and later U.S. annexation. Mexico refused to accept the loss of Texas and disagreed on the border that Texas and the U.S. claimed. Polk in order to gain these territories sent troops to the border of the Mexican territories. His purpose in sending these troops was to engineer a war with Mexico and that is exactly what occurred. Mexican troops began fighting Polk's troops and the situation escalated into war. In the end Mexico's army was forced to surrender and sign the peace treaty of Guadalupe Hidalgo which granted the United States CA, NM, AZ and other southwest territory. The effect of this extension of the U.S., as a result of Polk's decision to provoke war, was not only more settlers moving west and more wealth for the U.S. when gold was discovered in California, it also meant the slavery issue that had been lying

under the surface came back into focus. With new territory which would soon be new states coming into the U.S. the issue of slave states v.s. free states was reawakened. This conflict was because slave states and free states were currently balanced 15:15 but with the admission of new states that balance could be disrupted. This expansion increased sectionalism and tension between the North and South and is one of the causes that lead to the Civil War. Mexico on the other hand as a result of Polk's decision lost land and prestige and felt bitterness and discontent towards the U.S. This bitterness almost had disastrous results when Germany tried to take advantage of it in WWI and turn Mexico against the U.S. with the promise of them regaining their land. Mexican resentment was strengthened because U.S. troops had been sent into Mexico to search for border raiders. Luckily Mexico never acted on the proposal, Zimmerman Telegram, or the U.S.'s ability to concentrate troops in France could have been compromised.

Harry Truman became president because FDR had died, at this time the country was nearing the end of WWII. By May 1945 the Allies had won the European front of the war, at this point the focus shifted to the Pacific front and Japan. Throughout the war a technique called island-hopping had been utilized to take out certain weaker Japanese-held islands in order to cut the more fortified ones off from supplies. Although we had mainly been fighting the weaker island the casualties we suffered were still huge. Military planning for the invasion of Japan estimated there could be hundreds of thousands of Americans killed or wounded. So when Truman was faced with the decision to use the atomic bomb, our newest military technology from the Manhattan Project, he gave the go-ahead, hoping to

cut down American casualties. Realistically, no American president would ever risk an invasion that was bound to kill huge numbers of Americans and probably millions of Japanese instead of using a new weapon that might end the war. In early August 2 atomic bombs were dropped and by mid-August Japan surrendered and the war was over. This decision saved countless American and Allied lives and showed just how powerful and tough the U.S. was. On the other hand it devastated two Japanese cities killing hundreds of thousands quickly and countless others who died as a result of the radiation which continues to have effects on people who were near when the bomb fell and their offspring who may not even have been born yet. The horrible effects of nuclear war left a lasting impression on Japan. Its new constitution renounces war and the use of force to settle disputes between nations. In addition, the dropping of this bomb showed that we had such technology and so during the Cold War, the U.S.S.R. began competing with us for more powerful technology, this resulting in a dangerous arms build up. Neither the Soviets or the U.S. wanted to fall behind in the arms race and then fall victim to the other's power.

Both Polk and Truman got some results they wanted, land for Polk and peace for Truman, but they also got other results they didn't want. Polk's war with Mexico created an uproar over whether slavery could expand into the new territories, an issue that caused years of tension between the North and South and helped bring on the Civil War. Truman's decision may have ended the war sooner but it probably helped guarantee an arms race with the Soviets. Even successful presidents can't see all the results that their decisions will have.

After various U.S. Presidents have made foreign policy decisions in an attempt to deal with international problems. The decisions of the president have impacted not only the United States but also the countries involving the issues. The guaranteeing of Cuba by President Kennedy in 1962 and the sending of troops to Iraq by George W. Bush in 2003 have been attempts by the President to deal with international affairs through foreign policy.

Throughout the mid 1900s the Cold War began to escalate between the United States and the Soviet Union. There was a constant struggle between the two superpowers in order to see which nation was superior. One of the struggles between the two was the arms race. Both the United States and Soviet Union wanted to develop the best nuclear weapons programs in the world in order to protect themselves against the other. During the Cold War there was a constant fear that an actual war would break out in which this new style of warfare would be used. The two superpowers came very close to war during the Cuban Missile Crisis in the 1960s. The Soviet Union placed nuclear weapons inside of Cuba that had a range of most cities in the U.S. The diplomatic relations between the U.S. and U.S.S.R. seemed to fail and the Soviets wouldn't remove the missiles. ~~The~~ In order to deal with the Cuban Missile Crisis, President John F. Kennedy issued a guarantee of Cuba in 1963 in order to make the Soviets remove the missiles. The guaranteeing of Cuba eventually led to the removal of the nuclear weapons by the Soviet Union.

which lessened the tensions between the two nations. Although the fear of nuclear war lessened in the United States, the Soviet Union felt as though it had suffered a defeat after they were forced to remove their missiles. President Kennedy's decision to guarantee Cuba in 1963 brought the world to the brink of nuclear war. In the months after this close call, some efforts were made to lessen the tension of the Cold War between the U.S. and Soviet Union. The countries agreed to install a hotline to improve communications and help avoid future crisis.

Furthermore, the sending of troops to Iraq in 2003 by President George W. Bush was an attempt by presidential foreign policy to deal with international affairs. When the 9/11 attacks took place in 2001, the United States began involving themselves militarily in the Middle East by first sending troops to Afghanistan in search of Osama bin Laden. While the United States was over in the Middle East they began to keep a keen eye on the country of Iraq. Under the regime of Saddam Hussein, the people of Iraq were suffering economically and physically in order to survive. In 2003, President George W. Bush ordered for U.S. Armed ~~forces~~ Forces to be sent to Iraq in order to take down the regime of Saddam Hussein and implement a new government in Iraq. When the troops were sent in they quickly made their way into Baghdad and within about 2 years had

seized Saddam Hussein and eliminated his regime. With Hussein out of Iraq, the U.S. began to implement a democratic government in the country with free elections to represent the major groups more fairly. Although Iraq began to see great change for the better, the effects felt by the U.S. were different. The economy of the United States began to decrease into a recession partly because of the huge amount of money spent on the war. The war effort lost a great deal of support as the death toll rose and many soldiers returned with serious injuries. The decision of President George W. Bush to implement his foreign policy in Iraq had drastic effects on both Iraq and the U.S.

The foreign policy decisions of U.S. Presidents Kennedy and Bush to interfere in international affairs were attempts to help deal with world problems. The quarantining of Cuba in 1963 and the sending of troops into Iraq in 2003 both help to solve international problems but at the same time create more. The decisions of U.S. Presidents have greatly impacted the world for better or for worse.

Presidential decisions regarding foreign policy ~~are~~ almost always affect the United States and the countries involved. Some examples of this ~~are~~ ^{one} Harry Truman deciding to use the atom bomb, (1945) and George W. Bush sending troops to Iraq. (2003)

In Harry Truman's case the bombing of Japan affected both the U.S.A. and Japan. The bombings in Japan killed thousands of innocent Japanese citizens. The ~~the~~ effect on the United States was they demonstrated that they weren't afraid to use the atom bomb.

George Bush affected the U.S. by starting a war that still goes on today. George W. Bush affected Iraq by making them hate the U.S.A. more or less.

All in all Presidential decisions regarding foreign policy can affect both countries and most likely do.

Practice Paper A—Score Level 4

The response:

- Develops all aspects of the task for James K. Polk sending troops to the Rio Grande and Harry Truman using the atomic bomb but does so somewhat unevenly by discussing the impact of the Mexican War on Mexico and the impact of the atomic bomb on Japan less thoroughly than the other aspects of the task
- Is both analytical and descriptive (*James K. Polk sending troops to the Rio Grande*: the election of James K. Polk represented the confirmation of American expansion across the continent; because of the war with Mexico, the United States fulfilled its Manifest Destiny gaining the land to the Pacific Ocean; *Harry Truman deciding to use the atomic bomb*: Truman decided to use it because it would end the war quickly and prevent even greater American deaths from happening; Japan eventually climbed up to become a technologically advanced nation; after Nagasaki and Hiroshima, the United States continued to build up its atomic weapons and increase military spending to compete with the USSR)
- Supports the theme with relevant facts, examples, and details (*James K. Polk sending troops to the Rio Grande*: ocean to ocean; Southwest; California; New Mexico; independence from Mexico in 1836; sectionalism; expansion of slavery; Nueces River; border dispute; independence from Spain in 1821; government was unstable; \$15 million; *Harry Truman deciding to use the atomic bomb*: World War II; fall of Hitler in Germany; Pacific front; Japan unwilling to surrender; show the Soviet Union); includes a minor inaccuracy (*James K. Polk sending troops to the Rio Grande*: Polk finally annexed it)
- Demonstrates a logical and clear plan of organization; includes an introduction that points out that presidential decisions reflect the nation's ideology and a conclusion that restates the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response shows a good understanding of the historical circumstances surrounding each decision. However, it fails to adequately develop the impact of the Mexican War on Mexico and the impact of the atomic bomb on Japan.

Practice Paper B—Score Level 2

The response:

- Develops some aspects of the task in little depth and does so somewhat unevenly
- Is primarily descriptive (*Lyndon B. Johnson sending combat troops to Vietnam*: the United States entered not only to help South Vietnam, but to also contain communism; young men who could be drafted would flee to Canada; the enemy had crossed the line and were controlling the South's government; *Harry Truman deciding to use the atomic bomb*: the United States was at war with Japan; the atomic bomb killed people not only from the blast, but from the radiation left behind as many Japanese citizens later developed cancer from the aftermath of the bomb; in the United States naval defense it was very common for the navy to have naval bases on islands off the coast); includes faulty, weak, and isolated analysis (*Harry Truman deciding to use the atomic bomb*: during this war, a German scientist left Germany and came to America with immense intelligence, this German scientist was Albert Einstein; the naval base was Pearl Harbor and that base is what led to President Truman's decision to drop the atomic bomb; this unknown attack made President Harry Truman work with Albert Einstein to create the atomic bomb; the United States, extremely upset with the attack on the harbor, pushed them over the edge)
- Includes few relevant facts, examples, and details (*Lyndon B. Johnson sending combat troops to Vietnam*: fear of communism; hippie movement; "make peace, not war"; unfamiliar land; South's army was not very strong; President Richard Nixon; *Harry Truman deciding to use the atomic bomb*: Hawaii; sneak attack; Hiroshima and Nagasaki)
- Demonstrates a general plan of organization; includes an introduction and conclusion that generally restate the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response shows some understanding of the Vietnam War and a very limited understanding of the dropping of the atomic bombs. Accuracies and inaccuracies are blended throughout the response, weakening it.

Practice Paper C—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth by describing the historical circumstances surrounding James K. Polk sending troops to the Rio Grande and Harry Truman deciding to use the atomic bomb, and discussing an impact of each decision on the United States and another country
- Is more analytical than descriptive (*James K. Polk sending troops to the Rio Grande*: his purpose in sending these troops was to engineer a war with Mexico and that is exactly what occurred; it also meant that the slavery issue that had been lying under the surface came back into focus; this bitterness almost had disastrous results when Germany tried to take advantage of it in World War I and turn Mexico against the United States with the promise of them regaining their land; *Harry Truman deciding to use the atomic bomb*: when Truman was faced with the decision to invade Japan itself which would risk hundreds of thousands of American lives, he chose to use an atomic bomb, our newest military technology from the Manhattan Project; the horrible effects of nuclear war have left a lasting impression on Japan, and its new constitution renounces war and the use of force; the tensions of the Cold War would result in America's massive defense spending to keep ahead of the Soviets in the arms race, with neither wanting to fall victim to the other's power)
- Richly supports the theme with relevant facts, examples, and details (*James K. Polk sending troops to the Rio Grande*: Manifest Destiny; God-given right; California; Southwest; lost Texas; annexation; Treaty of Guadalupe Hidalgo; New Mexico; Arizona; settlers moving west; slave states versus free states; balanced 15:15; sectionalism; North and South; Civil War; lost land and prestige; border raiders; Zimmermann telegram; *Harry Truman deciding to use the atomic bomb*: FDR had died; Allies had won the European front; Pacific front; island hopping; two atomic bombs; devastated two Japanese cities; killing hundreds of thousands; radiation; Soviets)
- Demonstrates a logical and clear plan of organization; includes an introduction that states that the president works to do what is right for the United States but not always right for the rest of the world; includes a conclusion that the results of the president's decision can be both desired and unanticipated

Conclusion: Overall, the response fits the criteria for Level 5. The response demonstrates an understanding of two important presidential decisions and some of their long-term impacts both at home and abroad.

Practice Paper D—Score Level 3

The response:

- Develops some aspects of the task in some depth
- Is more descriptive than analytical (*John F. Kennedy quarantining Cuba*: during the Cold War, there was a constant fear that an actual war would break out in which this new style of warfare could be used; Soviet Union placed nuclear weapons inside of Cuba that had a range of most cities in the United States; *George W. Bush sending troops to Iraq*: in 2003, President George W. Bush ordered United States armed forces to be sent to Iraq in order to take down the regime of Saddam Hussein and implement a new government in Iraq; with Hussein out of Iraq, the United States began to implement a democratic government in the country with free elections to represent the major groups more fairly; the war effort lost a great deal of support as the death toll rose and many soldiers returned home with serious injuries)
- Includes some relevant facts, examples, and details (*John F. Kennedy quarantining Cuba*: two superpowers; arms race; Cuban missile crisis; removal of weapons; hot line; *George W. Bush sending troops to Iraq*: 9/11 attacks; Middle East; Afghanistan; in search of Osama bin Laden; Baghdad; recession; huge amount of money spent); includes a minor inaccuracy (*John F. Kennedy quarantining Cuba*: issued a quarantine of Cuba in 1963)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that generally restate the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response adequately develops the historical circumstances surrounding both presidential decisions, but the impacts of the Iraq war and the impacts of the quarantining of Cuba need further development.

Practice Paper E—Score Level 1

The response:

- Minimally addresses only one aspect of the task by stating an impact of Harry Truman deciding to use the atomic bomb on Japan
- Is descriptive (*Harry Truman deciding to use the atomic bomb*: the bombings in Japan killed thousands of innocent Japanese citizens)
- Includes no additional relevant facts, examples, or details
- Demonstrates a general plan of organization; includes a brief introduction and conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 1. The response attempts to address the task by suggesting several key ideas but fails to expand on or develop them.

United States History and Government Specifications

June 2012

Part I Multiple-Choice Questions by Standard

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

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	Reform Movements; Economic Systems; Constitutional Principles; Civic Values	Standards 1, 3, 4, and 5: United States and New York History; Geography; Economics; Civics, Citizenship, and Government

Notes:

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

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

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

Submitting Teacher Evaluations of the Test to the Department

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

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

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME
2 OF 2
DBQ

UNITED STATES HISTORY AND GOVERNMENT

Thursday, June 14, 2012 — 9:15 a.m. to 12:15 p.m., only

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

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

Contents of the Rating Guide

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

- A question-specific rubric

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

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

General:

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

Mechanics of Rating

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

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THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

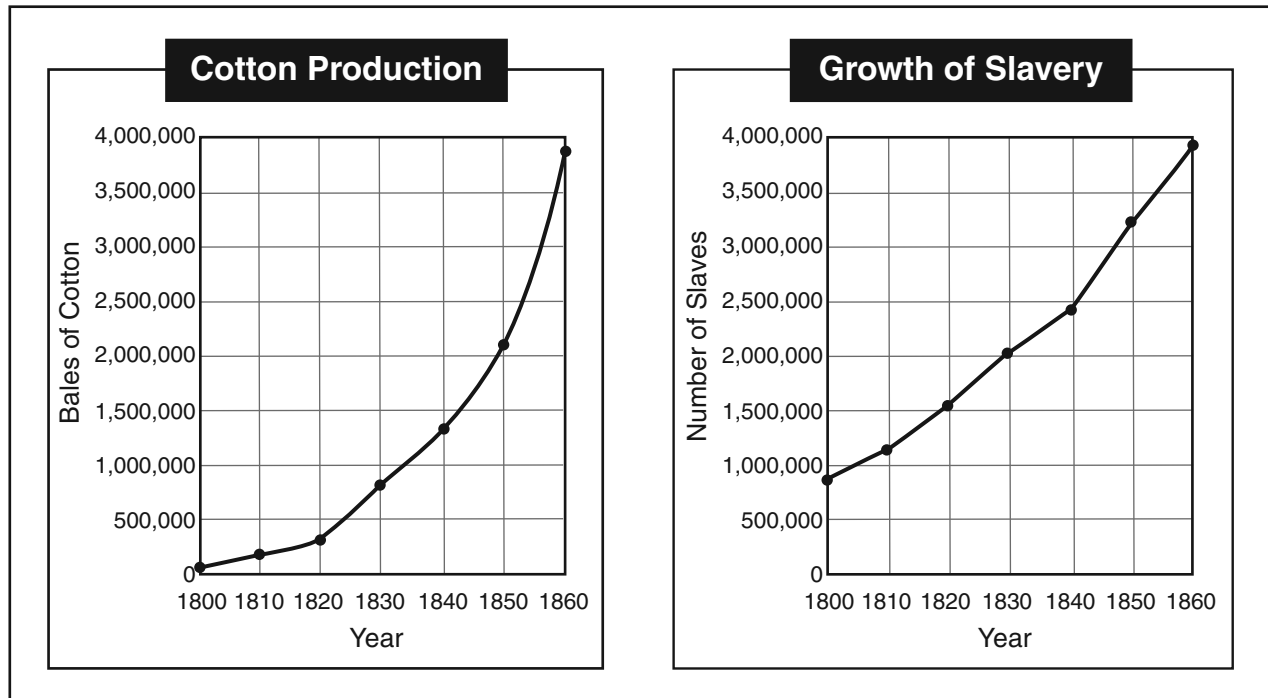
Rating the Scaffold (open-ended) Questions

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

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

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

Document 1a



Source: *Historical Statistics of the United States, Colonial Times to 1970* (adapted)

1a Based on these graphs, state *one* relationship between cotton production and the growth of slavery between 1800 and 1860.

Score of 1:

- States a relationship between cotton production and the growth of slavery between 1800 and 1860 based on these graphs

Examples: the growth of slavery enabled cotton production to increase; between 1800 and 1860, both cotton production and the number of slaves increased; the number of slaves increased as cotton production grew; in 1860, the bales of cotton and the number of slaves were almost equal

Score of 0:

- Incorrect response
Examples: as cotton production grew, the number of slaves decreased; cotton production increased between 1800 and 1860; there was a growth in slavery
- Vague response
Examples: were similar; they were related; numbers increased
- No response

Document 1b

African-born James L. Bradley was a slave who purchased his freedom. In 1834, while a student at the Lane Seminary in Cincinnati, Ohio, he wrote a short account of his life. This is an excerpt from his account.

... I will begin as far back as I can remember. I think I was between two and three years old when the soul-destroyers tore me from my mother's arms, somewhere in Africa, far back from the sea. They carried me a long distance to a ship; all the way I looked back, and cried. The ship was full of men and women loaded with chains; but I was so small, they let me run about on deck. After many long days, they brought us into Charleston, South Carolina. A slaveholder bought me, and took me up into Pendleton County. I suppose that I staid [stayed] with him about six months. He sold me to a Mr. Bradley, by whose name I have ever since been called. This man was considered a wonderfully kind master; and it is true that I was treated better than most of the slaves I knew. I never suffered for food, and never was flogged with the whip; but oh, my soul! I was tormented with kicks and knocks more than I can tell. My master often knocked me down, when I was young. Once, when I was a boy, about nine years old, he struck me so hard that I fell down and lost my senses. I remained thus some time, and when I came to myself, he told me he thought he had killed me. At another time, he struck me with a currycomb [metal comb used for grooming horses], and sunk the knob into my head. I have said that I had food enough; I wish I could say as much concerning my clothing. But I let that subject alone, because I cannot think of any suitable words to use in telling you....

Source: Bailey and Kennedy, eds., *The American Spirit, Volume I: To 1877*, Houghton Mifflin, 1998

1b According to this document, what was *one* hardship James L. Bradley experienced as a slave?

Score of 1:

- States a hardship that James L. Bradley experienced as a slave according to this document
Examples: he was taken from his mother as a child; he was tormented with kicks/knocks; he was struck so hard that he fell down/lost his senses; he was struck with a currycomb; he was not given enough clothing; he was carried a long distance from his family; his soul suffered

Score of 0:

- Incorrect response
Examples: he did not have enough food; he was flogged with the whip; he was treated worse than other slaves
- Vague response
Examples: he was far back from the sea; he let that subject alone
- No response

Document 2

... There were tactical differences between [Frederick] Douglass and William Lloyd Garrison, white abolitionist and editor of *The Liberator*—differences between black [African American] and white abolitionists in general. Blacks were more willing to engage in armed insurrection [rebellion], but also more ready to use existing political devices—the ballot box, the Constitution—anything to further their cause. They were not as morally absolute in their tactics as the Garrisonians. Moral pressure would not do it alone, the blacks knew; it would take all sorts of tactics, from elections to rebellion....

White abolitionists did courageous and pioneering work, on the lecture platform, in newspapers, in the Underground Railroad. Black abolitionists, less publicized, were the backbone of the antislavery movement. Before Garrison published his famous *Liberator* in Boston in 1831, the first national convention of Negroes had been held, David Walker had already written his “Appeal,” and a black abolitionist magazine named *Freedom’s Journal* had appeared. Of *The Liberator’s* first twenty-five subscribers, most were black....

Source: Howard Zinn, *A People’s History of the United States, 1492–Present*, Harper Perennial, 2003

2 According to Howard Zinn, what was *one* method used by abolitionists to achieve their goals?

Score of 1:

- States a method used by abolitionists to achieve their goals according to Howard Zinn
Examples: they edited/published newspapers/magazines; they used existing political devices/the ballot box/the Constitution; abolitionists gave lectures/exerted moral pressure/worked on the Underground Railroad; held a national convention of Negroes; they engaged in armed insurrection

Score of 0:

- Incorrect response
Examples: there were tactical differences between whites and blacks; whites were the backbone of the abolitionist movement; blacks believed in using moral pressure alone
- Vague response
Examples: they used tactics; they did work; abolitionists did the right thing
- No response

Document 3

... The success or failure of abolitionism must be judged against the broader question, what was possible? In confronting the most divisive issue in American history, slavery, abolitionism provided the voice of conscience. It assisted tens of thousands of individual blacks, steered the nation toward a recognition of universal rights, and was instrumental in embedding those rights into the Constitution.

Even the “mistakes” of abolitionism had interesting consequences. For example, because male abolitionists did not fight to include the word “female” in the Thirteenth*, Fourteenth, and Fifteenth amendments, the women’s rights movement was rekindled in a backlash of anger...

Source: Wendy McElroy, “The Abolitionist Adventure,” The Independent Institute, July 1, 2003

*The 13th amendment applied equally to females and males.

3 According to Wendy McElroy, what were *two* impacts of the abolitionist movement?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* impact of the abolitionist movement according to Wendy McElroy
Examples: the 13th or 14th or 15th amendments were added to the Constitution; it assisted tens of thousands of individual blacks; the movement steered the nation toward recognition of universal rights; it was instrumental in embedding universal rights in the Constitution; it led to a rekindling of the women’s rights movement because of its mistakes/its failure to include “female” in the amendments rekindled the women’s rights movement

Note: To receive maximum credit, two *different* impacts of the abolitionist movement must be stated. For example, *it assisted tens of thousands of individual blacks* and *it assisted blacks* is the same impact expressed in different words. In this and similar cases, award only **one** credit for this question.

Score of 0:

- Incorrect response
Examples: it supported slavery; women were included in the 15th amendment; it abolished universal rights
- Vague response
Examples: things got better; it was judged; it embedded rights; did include the word “female” in the 13th/14th/15th amendments
- No response

Document 4

Representatives of *The Harbinger* visited factories in Lowell, Massachusetts, and Manchester, New Hampshire. This is an excerpt from the magazine's report of its findings.

... The girls [in the Lowell Mills] attended upon an average three looms; many attended four, but this requires a very active person, and the most unremitting [constant] care. However, a great many do it. Attention to two is as much as should be demanded of an operative. This gives us some idea of the application required during the thirteen hours of daily labor. The atmosphere of such a room cannot of course be pure; on the contrary, it is charged with cotton filaments and dust, which, we are told, are very injurious to the lungs.

On entering the room, although the day was warm, we remarked that the windows were down. We asked the reason, and a young woman answered very naively, and without seeming to be in the least aware that this privation of fresh air was anything else than perfectly natural, that "when the wind blew, the threads did not work well." After we had been in the room for fifteen or twenty minutes, we found ourselves, as did the persons who accompanied us, in quite a perspiration, produced by a certain moisture which we observed in the air, as well as by the heat....

Source: "The Female Workers of Lowell," *The Harbinger*, November 14, 1836

4 According to this document, what was *one* condition faced by factory workers in the Lowell Mills in the 1830s?

Score of 1:

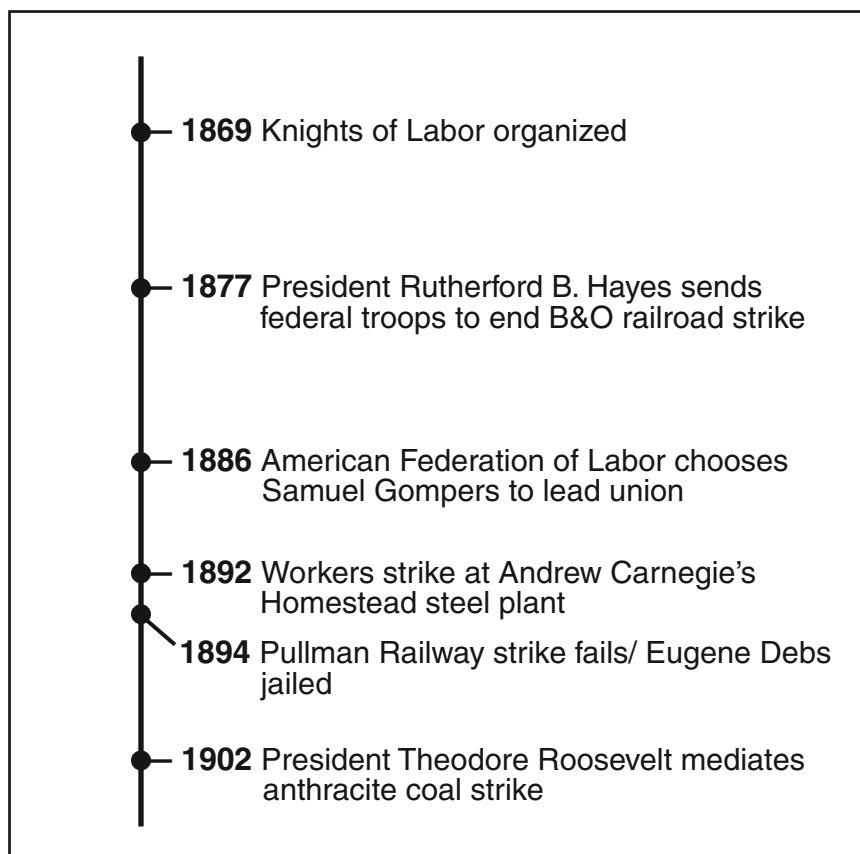
- States a condition factory workers in the Lowell Mills faced in the 1830s, according to this document
Examples: girls worked an average of three looms; many girls attended four looms; they worked for thirteen hours a day; the atmosphere of rooms was charged with cotton filaments/dust; the dust was harmful to the lungs; they were deprived of fresh air as the windows were closed; the air was hot and moist; job demands a very fast pace

Score of 0:

- Incorrect response
Examples: most of the girls were in charge of two looms; the atmosphere was pure; there was no thread; the threads did not work well
- Vague response
Examples: conditions were bad; workers were active; application was required
- No response

Document 5

Selected Events in Labor History



- 5 Based on this time line, what was *one* way workers responded to their working conditions between 1869 and 1902?

Score of 1:

- States a way workers responded to their working conditions between 1869 and 1902 based on this time line
Examples: they joined/organized labor unions/Knights of Labor/American Federation of Labor; workers participated in strikes/B&O railroad strike/Homestead Steel strike/Pullman Railway strike/anthracite coal strike

Score of 0:

- Incorrect response
Examples: President Hayes sent federal troops to end the B&O strike; Eugene Debs was jailed; President Roosevelt mediated the coal strike; Pullman Railway strike failed
- Vague response
Examples: they joined/participated; they mediated
- No response

Document 6a

... A better relationship between labor and management is the high purpose of this Act. By assuring the employees the right of collective bargaining it fosters the development of the employment contract on a sound and equitable basis. By providing an orderly procedure for determining who is entitled to represent the employees, it aims to remove one of the chief causes of wasteful economic strife. By preventing practices which tend to destroy the independence of labor, it seeks, for every worker within its scope, that freedom of choice and action which is justly his....

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

6a According to President Franklin D. Roosevelt, what was *one* way the National Labor Relations [Wagner] Act would affect workers?

Score of 1:

- States a way the National Labor Relations [Wagner] Act would affect workers as stated by President Franklin D. Roosevelt

Examples: it would improve the relationship between labor and management; it would assure employees the right of collective bargaining/provide an orderly procedure for determining representation of employees; the Act would foster development of sound/equitable employment contracts; it would prevent practices which tend to destroy the independence of labor; it sought freedom of choice/action for every worker; it would remove a cause of wasteful economic strife

Score of 0:

- Incorrect response
Examples: it gives management more power; it would destroy the independence of labor; it would allow management to choose representatives for employees
- Vague response
Examples: it would be a better relationship; it would provide an orderly procedure; it would serve a high purpose; it assured employees
- No response

Document 6b

Congress passed the Fair Labor Standards Act in 1938.

EMPLOYEE RIGHTS UNDER THE FAIR LABOR STANDARDS ACT

THE UNITED STATES OF LABOR WAGE AND HOUR DIVISION

FEDERAL MINIMUM WAGE

\$5.85 PER HOUR BEGINNING JULY 24, 2007	\$6.55 PER HOUR BEGINNING JULY 24, 2008	\$7.25 PER HOUR BEGINNING JULY 24, 2009
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OVERTIME PAY

At least 1½ times your regular rate of pay for all hours worked over 40 in a workweek.

YOUTH EMPLOYMENT

An employee must be at least **16** years old to work in most non-farm jobs and at least **18** to work in non-farm jobs declared hazardous by the Secretary of Labor.

Youths **14** and **15** years old may work outside school hours in various non-manufacturing, non-mining, non-hazardous jobs under the following conditions:

No more than

- **3** hours on a school day or **18** hours in a school week;
- **8** hours on a non-school day or **40** hours in a non-school week.

Also, work may not begin before **7 a.m.** or end after **7 p.m.**, except from June 1 through Labor Day, when evening hours are extended to **9 p.m.** Different rules apply in agricultural employment. For more information, visit the YouthRules! Web site at www.youthrules.gov.

Source: U.S. Department of Labor, 2007 (adapted)

6b Based on this Department of Labor poster, what is *one* way the Fair Labor Standards Act continues to affect workers?

Score of 1:

- States a way that the Fair Labor Standards Act continues to affect workers as shown in this Department of Labor poster
Examples: increases the minimum wage over time; it guarantees time and a half for overtime work; establishes rules for young workers; it sets 16 as the minimum age for most nonfarm jobs; establishes working hours for students

Score of 0:

- Incorrect response
Examples: sets 16 as the minimum age for all jobs; it states that no one can work more than 40 hours a week; decreases the federal minimum wage
- Vague response
Examples: there are employee rights; there is a Department of Labor; there is more information; it is easy to get more information
- No response

Document 7a

... The women in Mary McClintock's [an organizer of the Seneca Falls Convention] kitchen concluded that action was required and resolved to call a woman's rights convention the next week, July 19 and 20 [1848]. On short notice, more than two hundred women and about forty men from the surrounding towns and countryside came to the meeting in the Wesleyan Chapel at Seneca Falls. They must have known that such an event was radically new. Indeed, the leaders prevailed on James Mott to preside as they quailed [faltered] before such a large, mixed audience. Yet the women at Seneca Falls brought with them a seventy-year-long tradition of female activity. Many had traveled the same route over and over to attend revivals, missionary meetings, and female gatherings in the name of temperance, moral reform, and abolition. Their mothers' generation had been the leading force in the Great Awakening two decades before. Their grandmothers and great-grandmothers boycotted tea, spun and wove for the army, and believed themselves "born for liberty." When the organizers of the convention started to write a statement for the body to debate, they returned to the legacy of their revolutionary foremothers: "We hold these truths to be self-evident," they wrote, "that all men and women are created equal." ...

Source: Sara M. Evans, *Born for Liberty: A History of Women in America*, The Free Press, 1989

7a According to Sara M. Evans, what was *one* experience of women that contributed to their demand for equality?

Score of 1:

- States an experience of women that contributed to their demand for equality according to Sara M. Evans
Examples: attendance at revivals/missionary meetings/temperance meetings/moral reform meetings/abolition meetings/Seneca Falls meeting; they learned from their mothers, who had been a leading force in the Great Awakening; their grandmothers/great-grandmothers had boycotted tea/spun and wove for the army/believed they were "born for liberty"; they had learned from the legacy of their foremothers

Score of 0:

- Incorrect response
Examples: about forty men came to a meeting at the Wesleyan Chapel; they rejected a woman's rights convention; they were not active in reform meetings
- Vague response
Examples: they attended meetings; events happened two decades before; they had a long tradition
- No response

Document 7b

... The history of mankind is a history of repeated injuries and usurpations [dispossession] on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

He has never permitted her to exercise her inalienable right to the elective franchise.

He has compelled her to submit to laws, in the formation of which she had no voice....

He has made her, if married, in the eye of the law, civilly dead.

He has taken from her all right in property, even to the wages she earns....

After depriving her of all rights as a married woman, if single, and the owner of property, he has taxed her to support a government which recognizes her only when her property can be made profitable to it....

Source: Seneca Falls *Declaration of Sentiments*, 1848

7b According to this document, what was *one* grievance stated in the Seneca Falls *Declaration of Sentiments*?

Score of 1:

- States a grievance stated in the Seneca Falls *Declaration of Sentiments*
Examples: women were not permitted to exercise their right to the elective franchise/vote; women had no voice in the laws they were forced to submit to; if married, a woman was civilly dead in the eye of the law; married women could have their property/wages taken from them; a single female property owner is only recognized by the government when her property is profitable for the government; they had suffered repeated injuries and usurpations from men; men had tried to establish an absolute tyranny over women

Score of 0:

- Incorrect response
Examples: women were prohibited from working; women could not earn wages; women could vote; it was the history of mankind
- Vague response
Examples: women were compelled; women were denied
- No response

Document 8a



Source: Library of Congress, 1917 (adapted)

Document 8b

... As [Elizabeth Cady] Stanton predicted, women's professional and tactical experience contributed powerfully to a reinvigorated suffrage movement. NAWSA [National American Woman Suffrage Association] proved to be an effective, formidable organization. Its membership increased geometrically, from 13,150 in 1893 to over two million in 1917. Suffragists mounted hundreds of campaigns within party conventions, legislatures and constitutional convocations [assemblies]. They raised millions of dollars, mostly in small sums. Countless men and women participated in vigils, parades, hunger strikes and illegal invasions of polling places. Dozens suffered imprisonment and fines. In 1873, Susan B. Anthony was arrested for the federal crime of "having voted without the lawful right to vote." At her highly publicized trial in Rochester, New York, she was convicted and fined by a judge who brushed aside the jury and whose opinion had been written in advance of the trial....

Source: Sandra F. VanBurkleo, "No Rights But Human Rights: The Emancipation of American Women," *Constitution*, Spring-Summer, 1990

8 Based on these documents, what were *two* methods used by women's rights groups to influence American public opinion?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* method used by women's rights groups to influence American public opinion based on these documents
Examples: they carried posters asking the president for support; they demonstrated/protested with signs/posters/they participated in vigils *or* parades *or* hunger strikes; they formed the National American Woman Suffrage Association; they mounted campaigns within party conventions/legislatures/constitutional convocations; they raised millions of dollars to support their efforts; some women were willing to go to jail/to be fined for their activities; some violated voting laws to draw attention/participated in illegal invasions of polling places

Note: To receive maximum credit, two *different* methods used by women's rights groups to influence American public opinion found in these documents must be stated. For example, *they demonstrated with signs* and *they carried posters* are the same method expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: they waited for liberty; they used violent protests; they ignored politics
- Vague response
Examples: they raised sums/millions; they participated; they contributed
- No response

Document 9

... As it turned out, women's suffrage had few consequences, good or evil. Millions of women voted (although never in the same proportion as men), women were elected to public office (several gained seats in Congress by the end of the 1920's), but the new electorate caused scarcely a ripple in American political life. Women like Jane Addams made great contributions, but it would be difficult to demonstrate that they accomplished any more after they had the vote than before. It was widely believed, although never proved, that women cast a "dry" vote for Hoover in 1928 and that women were likely to be more moved than men to cast a "moral-issue" vote. Otherwise, the earth spun around much as it had before....

Source: William E. Leuchtenburg, *The Perils of Prosperity, 1914–32*, University of Chicago Press, 1958

9 According to William E. Leuchtenburg, what was *one* result of women's suffrage on American society?

Score of 1:

- States a result of women's suffrage on American society according to William E. Leuchtenburg
Examples: millions of women voted; women were elected to public office; several women gained seats in Congress by the end of the 1920s; it was believed that women cast a "dry" vote for Hoover; it was widely believed that women were more likely to cast a "moral-issue" vote; woman's suffrage had only a limited effect on American political life/it caused scarcely a ripple in American political life/had few consequences/little changed as the earth spun around much as it had before

Score of 0:

- Incorrect response
Examples: women were not elected to public office; women gained a majority in Congress by the end of the 1920s; it was proven that women cast a "dry" vote for Hoover
- Vague response
Examples: women were likely to be more moved than men; several gained seats; they accomplished more
- No response

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

Historical Context: Throughout United States history, movements have sought to bring about economic, political, and social change. These movements have had a significant impact on the United States and on American society. These movements include **the abolitionist movement, the labor movement, and the woman's suffrage movement.**

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

- Describe the historical circumstances that led to this movement
- Describe how this movement attempted to achieve its goals
- Discuss the impact of this movement on the United States and/or on American society

Scoring Notes:

1. This document-based question has a minimum of *six* components (describing the historical circumstances that led to *each* of *two* movements, describing how *each* movement achieved its goals, **and** discussing the impact of *each* movement on the United States and/or on American society).
2. The discussion of the impact of the movement may be on the United States and/or on American society.
3. The impact of the movement may be immediate or long term.
4. The impact may be the same for both movements, but the facts and details will vary, e.g., increased participation in politics was an impact of both the abolitionist movement and the woman's suffrage movement.
5. The impact of the movement may be discussed from differing perspectives as long as the positions taken are supported by accurate historical facts and examples.
6. Only two movements may be chosen from the historical context. If three movements are addressed, only the first two movements addressed may be rated.
7. For the purpose of meeting the criteria of using *at least four* documents in the response, documents 1a, 1b, 6a, 6b, 7a, 7b, 8a, and 8b may be considered as separate documents *if* the response uses specific separate facts from each document.
8. Any document provided for this essay question may be used in the response if the information is relevant to the movement being discussed. For example, documents 3 and 4 provide some useful information that can be used in a discussion of woman's suffrage. Such usage should be evaluated on its relevance in each case.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by describing the historical circumstances that led to each of two movements, describing how each movement achieved its goals and discussing an impact of each movement on the United States and/or on American society
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *abolition*: connects the Second Great Awakening's religious spirit and its influence on abolitionist thought and the role played by writers in exposing slavery's inhumanity to increasing Northern opposition to the extension of slavery, Southern insecurities, the secession of Southern states, and the passage of the 13th amendment after the Civil War; *labor*: connects the 19th-century economic and technological changes that led to increased power of employers, the depersonalization of labor, and the use of nationwide strikes protesting wage cuts to the negative effects of strike violence on public opinion thus delaying support for legal recognition of labor unions and collective bargaining rights until the 1930s
- Incorporates relevant information from *at least four* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to movements that brought change (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *abolition*: *Uncle Tom's Cabin*; New England Anti-Slavery Society; American Anti-Slavery Society; William Lloyd Garrison; *The Liberator*; *North Star*; Frederick Douglass; Sojourner Truth; Civil War; Emancipation Proclamation; *labor*: Industrial Revolution; corporations; Knights of Labor; Homestead Steel Strike; Andrew Carnegie; Samuel Gompers; skilled labor; American Federation of Labor; Franklin D. Roosevelt; New Deal; minimum wage
- 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 movement more thoroughly than for the second movement *or* by discussing one aspect of the task less thoroughly than the other aspects of the task
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *abolition*: discusses how the growing awareness of the evils of slavery and the exposure given to slavery as a moral cause by writers added to Northern support for the abolitionist movement and led to increasing Southern concerns over their future in the Union, the secession of Southern states, and the Civil War; *labor*: discusses how the deterioration of working conditions as a result of industrialization and the reasons strikes were unsuccessful in achieving worker goals led to the eventual improvement of the status of labor as a result of the passage of federal legislation guaranteeing collective bargaining rights
- 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 four* aspects of the task in some depth
- Is more descriptive than analytical (applies, may analyze and/or evaluate information)
- Incorporates some relevant information from some of the documents
- Incorporates limited relevant outside information
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

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

Abolitionist Movement

Key Ideas from Documents 1-3

Historical Circumstances	Doc 1 —Relationship between growth of slavery and the increase in cotton production between 1800 and 1860 Separation of families Buying and selling of slaves Lack of clothing Physical/psychological mistreatment of enslaved persons
How Goal Achieved	Doc 2 —Publication of abolitionist newspapers (<i>The Liberator</i>) Use of armed insurrection, political devices (ballot box, Constitution), and moral pressure Use of lecture platform and Underground Railroad Holding of national convention by African Americans Publication of “Appeal” by David Walker Publication of black abolitionist magazine (<i>Freedom’s Journal</i>)
Impact	Doc 3 —Providing confrontation for divisive issue Providing a voice of conscience Assisting tens of thousands of blacks Steering nation toward recognition of universal rights Instrumental in embedding universal rights into Constitution Rekindling of the women’s rights movement as a result of mistakes

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	Influence of religious spirit Influence of cotton gin (Eli Whitney) Purchase of land and enslaved persons to grow more cotton (Cotton Kingdom) Dawn-to-dusk workday for enslaved persons Lack of civil and political rights for enslaved persons Denial of educational opportunities Poor living conditions (substandard housing, crowding, few amenities) Poor health conditions
How Goal Achieved	Details about armed insurrections (Denmark Vesey, Nat Turner) Formation of antislavery societies (New England, American) Increasing attention to morality of slavery in national debates (Missouri Compromise, Wilmot Proviso, Fugitive Slave Act, Kansas-Nebraska Act, <i>Dred Scott</i> decision) Details about activities of William Lloyd Garrison (burning a copy of the Constitution, advocating Northern secession) Formation of third parties (Liberty, Free-Soil, Republican) Publication of <i>North Star</i> Publication of books (<i>Narrative of the Life of Frederick Douglass</i> , <i>Uncle Tom’s Cabin</i>) Aid to runaway slaves (Harriet Tubman, Quakers) Activities of John Brown (Kansas, Harpers Ferry)
Impact	Increasing the ongoing tensions between North and South Negative reaction of many Northerners (mob activities, destruction of printing presses, death of Elijah Lovejoy, fears of economic disruption) Increasing the opposition to extension of slavery into western territories More aggressive response of South (censoring of abolitionist literature; justification being taught in schools and churches; support for gag rule and secession) Increased Southern insecurities and fear culminating in the Civil War Details about the 13th amendment, 14th amendment, 15th amendment

Labor Movement

Key Ideas from Documents 4-6

Historical Circumstances	Doc 4 —Working conditions in Lowell Mills (average of three looms for each worker, thirteen-hour days, rooms filled with cotton filaments and dust, windows closed even on warm days)
How Goal Achieved	Doc 5 —Formation of organizations (Knights of Labor, American Federation of Labor) Use of strikes; imprisonment of Eugene Debs Choice of Samuel Gompers to lead American Federation of Labor Presidential mediation (Theodore Roosevelt)
Impact	Doc 5 —Use of federal troops to end B&O railroad strike Failure of Pullman Railway strike Mediation of anthracite coal strike by President Theodore Roosevelt Doc 6 —Passage of National Labor Relations Act (employees' right to collective bargaining, development of employee contracts on a sound and equitable basis, orderly procedure for determining representation for employees, prevention of practices that tended to destroy independence of labor, providing workers with freedom of choice and action) Passage of Fair Labor Standards Act (federal minimum wage, overtime pay for all hours worked over 40 in a workweek, restrictions on employment of youth)

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	Deterioration of working conditions with growth of factory system (impersonal relationships between employers and employees, wage-slaves, unsanitary buildings, lack of fire and safety codes, child labor, frequent injuries/deaths, lack of workmen's compensation) Limited protection for labor activism (dismissal, decreased wages, blacklisting, injunctions, lockouts, yellow-dog contracts, refusal to negotiate, strikebreakers) Use of Sherman Antitrust Act by federal courts against unions Exposure of poor working conditions in publications (Upton Sinclair's <i>The Jungle</i> , John Spargo's <i>Bitter Cry of the Children</i> , newspaper and magazine articles, efforts of muckrakers)
How Goal Achieved	Details of organization of Knights of Labor, American Federation of Labor Efforts of other labor unions (United Mine Workers, International Ladies Garment Workers Union, American Railway Union, Committee for Industrial Organization) Details about specific strikes (Haymarket Riot, B&O Railroad, Homestead, Pullman, Lawrence Textile mills) Protesters (Mother Jones) Lobbying of state and national governments by Progressives Support of President Franklin D. Roosevelt and the Democratic Party
Impact	Negative effects of strikes on public opinion (violence, destruction of property, loss of lives, impact of closed businesses, fear of socialism and communism) Passage of Progressive legislation (Meat Inspection Act, factory inspections, child labor, workmen's compensation) Congress and the public more sympathetic during the 1930s (increased union membership, New Deal legislation) Shift in public opinion after World War II (recurring strikes, support for Taft-Hartley)

Woman's Suffrage Movement

Key Ideas from Documents 7-9

Historical Circumstances	<p>Doc 7—Significant role of women in American society (Great Awakening, revivals, missionary meetings, temperance, moral reform, abolition gatherings)</p> <p>History of repeated injuries and usurpations by men</p> <p>Establishment of absolute tyranny over women by men</p> <p>Denial of right to the elective franchise</p> <p>Submission to laws in which women had no voice; loss of right to property and wages</p> <p>Payment of property taxes by single women to a government which only recognized them when their property could be profitable to the government</p>
How Goal Achieved	<p>Doc 7—Meetings in private homes (Mary McClintock)</p> <p>Convention at Seneca Falls</p> <p>Presentation of grievances in Declaration of Sentiments</p> <p>Doc 8—Picketing the president for liberty and suffrage</p> <p>Organization of National American Woman Suffrage Association</p> <p>Sponsoring hundreds of campaigns in party conventions, legislatures, and constitutional convocations</p> <p>Raising millions of dollars</p> <p>Participation in vigils, parades, hunger strikes, and illegal invasions of polling places</p> <p>Imprisonment and fines of dozens of women (Susan B. Anthony)</p>
Impact	<p>Doc 9—Voting by millions of women</p> <p>Election of women to public office (several seats in Congress by the end of the 1920s)</p> <p>Not many changes in political life</p> <p>Contributions of women (Jane Addams)</p> <p>Wide belief that women cast a “dry” vote for Hoover in 1928</p> <p>Belief that women were more likely to cast a “moral-issue” vote</p>

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	<p>Assumption that women are physically and emotionally weak</p> <p>Home as women's sphere of influence (cult of domesticity)</p> <p>Increased participation in public life</p> <p>Increased educational opportunities (Oberlin, Mt. Holyoke, Emma Willard, Vassar, Wellesley)</p> <p>Renewal of activism as a result of passage of 15th amendment</p> <p>Women's role in Progressive movement</p> <p>Women's role in World War I</p>
How Goal Achieved	<p>Lobbying state legislatures for voting rights (Wyoming, Utah, Colorado, Idaho)</p> <p>Lobbying Congress for constitutional amendment</p> <p>Linking ballot to traditional definition of women's role (Carrie Chapman Catt)</p> <p>Gaining support of Progressive reformers</p>
Impact	<p>Lack of serious consideration of Seneca Falls resolutions</p> <p>Granting of right to vote with ratification of 19th amendment</p> <p>Organization of National Women's Party and campaign for an equal rights amendment</p> <p>Appointment of more women to political positions (Frances Perkins, Mary McCloud Bethune, Eleanor Roosevelt)</p> <p>Renewed women's rights movement of the 1960s–70s (Gloria Steinem, Betty Freidan)</p> <p>Increase of political activism (Geraldine Ferraro, Hillary Clinton, Sarah Palin, Nancy Pelosi, Kirsten Gillibrand, Michele Bachmann)</p>

The abolitionist and labor movements both have had significant impact on the United States and American society. Eventually, the success of the abolitionist movement translated into the Civil Rights Movement of the 1960s. The labor movement gained much headway in the 20th century and was quite successful, although it is still active today. Both movements began in response to oppression and a violation of rights and both are directly and indirectly continuing to pursue their goals today through writings, demonstrations, and legislation.

While Southerners gave racial, Biblical, and historical defenses for slavery, Northerners gradually began to realize the injustice of the "peculiar institution." Although the colonies had separated from Great Britain, as states they continued to model Britain in terms of some of their actions. The Constitution banned the slave trade in 1808 and American abolitionists were encouraged when Britain ended slavery in the British Empire. Many Americans were exposed to the evils of slavery by the autobiographical works of Bradley (Doc 16), and Frederick Douglass, and by Harriet Beecher Stowe's novel *Uncle Tom's Cabin*. The "Liberator" by Garrison (Doc 2) was a well-known abolitionist newspaper. Garrison believed in the immediate abolition of slavery regardless of the consequences for the nation. Harriet Tubman succeeded in freeing many slaves in the Underground Railroad. These factors worked against slavery while at the same

time there was an increase in the need for slaves (Doc 1) that was largely a result of Eli Whitney's cotton gin. This invention furthered the growth of cotton as a major cash crop.

The Republican Party's formation, although not abolitionist, furthered the movement before the Civil War as it was opposed to the extension of slavery. This movement achieved success with the issuance of the Emancipation Proclamation (1863) and then the 13th Amendment in 1865. Post Civil War the Republicans in Congress supported freedmen's rights by passing equal protection and voting amendments. The spirit of the abolitionist movement was not limited to the passage of the 13th Amendment. Its spirit and offshoots continued during Reconstruction as African Americans voted and were elected to Congress and generally ~~exercised~~ exercised their rights as citizens. However the Redeemers and their Jim Crow laws and poll taxes, literacy tests, and the grandfather clause limited them. The dreams and values of abolitionists such as Frederick Douglass and Harriet Tubman were incorporated in the later Civil Rights Movement. Passage of legislation such as the Voting Rights Act and the 24th Amendment ended restrictions for African American voters. A more indirect result of the movement was for women's rights (Doc 3). Women, as activists in the abolitionist cause, recognized a link between their oppression and that of blacks. They also were upset by the omission of women in the 15th Amendment. This spurred women to renew their fight for their voting

rights as well.

The labor movement has been very successful over the long term. During industrialization, the Lowell girls were exposed to terribly harmful conditions (Doc 4) as were other manufacturing workers, into the 20th century, notably at the Triangle Shirtwaist Factory. Bad conditions led to strikes in many industries including the Pullman strike of 1894, which was ended using Federal troops, and the anthracite coal strike of 1902 (Doc 5). To settle the latter, President Theodore Roosevelt did not send in federal troops, but instead mediated the strike giving a limited victory to the labor movement. This was a different approach from Gilded Age presidents when the government worked closely with business and followed laissez-faire policies that actually helped big business. The muckrakers, notably Upton Sinclair with the publication of *The Jungle*, helped to expose bad working conditions in the meat packing industry. This book and the work of other Progressives provided evidence and publicity for the labor movement.

The labor movement was successful in terms of legislation passed. The Wagner Act – or National Labor Relations Act of 1935 (Doc 6a) gave employees rights to collective bargaining and also limited unfair labor practices. This Act was countered in 1947 in the Taft-Hartley Act which restored some power to the employer. More recently labor unions have supported a bill that is trying to make it easier for workers to unionize – the Employee Free Choice

Act. Since the 1930s, government has been generally supportive of labor. The federal government seeks to protect workers by regulating work hours, minimum wage, (Doc 6b) and conditions and by restricting child labor. While the Wagner Act encouraged unionization, union membership has steadily declined since World War II. Today only a small percentage of the workforce belongs to a union but most workers benefit from legislation influenced by the labor movement.

The abolitionist and labor movements both met initial resistance but gradually met with eventual success. The movements resulted as a response to oppression of a large group. Each movement had its real initial success when the President declared his support: Lincoln with the Republican platform and the Emancipation Proclamation and FDR with his pro labor position and the Wagner Act. Vocal groups and newspapers helped to initiate ~~a~~ successful legislation in favor of the two movements. Both movements have had a substantial impact on life in the United States.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the abolitionist movement and the labor movement
- Is more analytical than descriptive (*abolitionist*: eventually, the success of the movement translated into the civil rights movement; many were exposed to the evils of slavery by autobiographical works of Bradley and Douglass; the spirit of the movement was not limited to the passage of the 13th amendment; their dreams and values were incorporated in the civil rights movement; *labor*: to settle the anthracite coal strike, President Theodore Roosevelt did not send in federal troops but instead used mediation giving a limited victory to the movement; most workers today benefit from legislation that was influenced by the movement)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (*abolitionist*: while Southerners gave racial, Biblical, and historical defenses for slavery, Northerners gradually began to realize the injustice of the “peculiar institution”; Tubman succeeded in freeing slaves via the Underground Railroad; an increase in the need for slaves was largely a result of Whitney’s cotton gin; Republican Party was opposed to the extension of slavery; the movement achieved success with the Emancipation Proclamation and the 13th amendment; during Reconstruction, African Americans voted and were elected to Congress; Redeemers, Jim Crow laws, poll taxes, literacy tests, and the grandfather clause limited African American rights; the Voting Rights Act and the 24th amendment ended voting restrictions for African Americans; *labor*: the Pullman strike was ended with federal troops; mediation was a different approach from Gilded Age presidents when the government worked closely with business and followed laissez-faire policies; muckraker Upton Sinclair’s *The Jungle* helped to expose bad working conditions; the Taft Hartley Act restored some power to the employer; more recently, labor unions have supported the Employee Free Choice Act that is trying to make it easier for workers to unionize; union membership has steadily declined since World War II)
- Richly supports the theme with many relevant facts, examples, and details (*abolitionist*: Harriet Beecher Stowe, *Uncle Tom’s Cabin*; Garrison, *The Liberator*, abolitionist newspaper; *labor*: Lowell girls, harmful conditions; strikes in many industries; Wagner Act, collective bargaining, limited unfair labor practices; protection of workers by regulating work hours, minimum wage, restrictions on child labor)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discuss the eventual success of both movements and their continued pursuit of their goals

Conclusion: Overall, the response fits the criteria for Level 5. Historical references link the abolitionist movement to the civil rights movement and the women’s rights movement as impacts on American society. Comparisons regarding presidential support and methods offer evaluative conclusions for each movement.

Many movements that arose in the 19th and early 20th century have had lasting economic and social changes in the U.S. Two such movements include the abolition movement, to end slavery, and the labor^{movement}, to improve the status of workers.

The historical circumstances that led to the abolition movement actually began before the American Revolution. As part of the Atlantic slave trade, slaves were imported to British North America, generally to work on plantations and farms throughout the 13 colonies. Beginning in the 1800s, the effects of Eli Whitney's cotton gin took hold in the South and cotton became a common profitable cash crop. The number of slaves in the South grew because of their relatively high birth rate. They tended the cotton fields and the planter aristocracy invested much of their capital in slave labor. (Doc 1A). Whether they worked in the fields or in the master's house, many slaves were treated poorly, forced to take the master's surname, beaten, and some were sexually abused, especially domestic slaves (Doc 1B). The inhumanity of the institution did not seem to fit with the values stated in the Declaration of Independence.

The methods used to drive the abolition movement varied from slaves to freedmen to whites. Some slaves opposed their masters via sabotage that is breaking tools or deliberately working slowly. Freedmen, like Frederick Douglass founded "The North Star" newspaper and wrote the widely read narrative of his life as a slave in order to promote abolition. The efforts of white abolitionists included lectures, newspapers, especially William Lloyd Garrison's "The Liberator," which

helped make antislavery a national issue. Efforts also included help on the Underground Railroad (meant to break escaped slaves to the North), and violence, like John Brown's radical attack on Harper's Ferry, Virginia. (Doc 2). Brown's actions led the South to think more seriously about secession. After Lincoln's election, the South seceded and the Civil War began. At first the North was fighting to save the Union, but it soon turned into a fight to also free the slaves.

Following the bloody Civil War, the Thirteenth, Fourteenth, and Fifteenth Amendments were ratified partially as an outcome of the abolition movement. The Thirteenth Amendment gave abolitionists what they had been fighting for: freedom for all slaves. The Fourteenth and Fifteenth Amendments granted citizenship to blacks and equal protection and granted blacks the right to vote (Doc 3). Despite these gains, most blacks ultimately could not enjoy these rights after Reconstruction ended in 1877 due to the passage of Jim Crow laws and other efforts to limit the rights of blacks. The Civil Rights Movement in the 1960s finally achieved equal rights for blacks.

The labor movement too began in the 1800s with the development of the first textile mills in New England where some of the first industrial strikes took place. Although the Lowell Mills with their "pleasant" dormitories were supposedly a great environment for young women until they married, working conditions were poor. The air was unsanitary, the machines were dangerous, and the young women were expected to tend ^{to} more than one machine for thirteen hours a day. (Doc 4). Despite these conditions, the Lowell Mills might have actually been relatively safe compared to later

factories, especially those managed by big business during the Gilded Age. Owners often forced their employees to sign yellow dog contracts, preventing them from joining a union when workers went on strike. At Carnegie's Homestead steel plant, owners retaliated via lockouts (locking out the workers from factories), strike breakers (replacement workers), and Pinkerton agents, hired guns to manage the strike. Sometimes, like at Homestead, state militias were called in to end the strikes. The government almost always sided with big business.

In response to these unfair practices, workers banded together to form unions. The Lowell girls organized, protested, and struck, but were unsuccessful. Terrence Powderly led the Knights of Labor in 1869 that welcomed all workers, skilled and unskilled, men and women. Later, in 1886, Samuel Gompers helped create the American Federation of Labor, which was highly successful because it grouped workers by craft and initially only accepted skilled employees. Socialist unions like the radical Industrial Workers of the World advocated sabotage and violence and leaders like Eugene Debs of the United Railway Workers also became more popular when he defied a court injunction during the Pullman Strike. (Doc 5). Unions suffered several setbacks during the 1920s. However, in the 1930s, President Franklin Delano Roosevelt recognized that the government had to intervene in some cases to benefit ultimately the depressed economy. Under his reform policies, Congress passed the Wagner Act, giving unions the right to organize and collectively bargain. The Fair Labor Standards Act of 1938 ensured that workers would receive minimum wage and

overtime pay (Doc 8a). As a result, workers could make more money and have more purchasing power, which could help the economy.

The effects of the labor movement affect workers today. Because of Roosevelt and the support of succeeding presidents, employees' rights continue to be protected, and the minimum wage has increased by a small portion periodically. Child labor is more strictly regulated (Doc 6b). Furthermore, unions now have significantly more power than when they were first created, which has led some states to try to curb their power.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the abolitionist movement and the labor movement
- Is more analytical than descriptive (*abolitionist*: the inhumanity of slavery did not seem to fit with the values stated in the Declaration of Independence; Garrison's *The Liberator* and efforts of other white abolitionists helped make antislavery a national issue; civil rights movement of the 1960s finally achieved equal rights for blacks; *labor*: although the Lowell Mills were supposedly a great environment, working conditions were poor; the government almost always sided with big business; in response to unfair practices, workers banded together to form unions; as a result of the Fair Labor Standards Act workers could make more money and have more purchasing power; because of the support of Roosevelt and succeeding presidents, employee rights continue to be protected)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (*abolitionist*: with Whitney's cotton gin, cotton became a profitable cash crop; the planter aristocracy invested much of their capital in slave labor; some slaves opposed their masters via sabotage; violence such as John Brown's radical attack on Harper's Ferry led the South to think more seriously about secession; the 13th amendment gave freedom for all slaves; the 14th amendment and 15th amendment granted citizenship to blacks and granted blacks the right to vote; most blacks could not completely enjoy their rights after Reconstruction due to the passage of Jim Crow laws; *labor*: owners of big businesses often forced their employees to sign yellow dog contracts; at Carnegie's Homestead steel plant, owners retaliated via lockouts, strikebreakers, and Pinkerton agents; the Lowell girls organized, protested, and struck but were unsuccessful; the American Federation of Labor grouped workers by craft; the Industrial Workers of the World advocated sabotage and violence; Eugene Debs defied a court injunction during the Pullman strike; in the 1930s, President Franklin D. Roosevelt recognized that the government had to intervene in the economy)
- Richly supports the theme with many relevant facts, examples, and details (*abolitionist*: poor treatment for many slaves; Frederick Douglass, *The North Star*, narrative of his life as a slave; South seceded; save the Union; *labor*: unsanitary air in the Lowell Mills, dangerous machines, young women tend to more than one machine, 13-hour days; Wagner Act, right to organize, collective bargain; Fair Labor Standards Act, minimum wage, overtime pay)
- Demonstrates a logical and clear plan of organization; includes an introduction that states the goals of each movement and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 5. Conclusions in this response are thoughtful and analytic. Insightful illustrations such as the linkage of better wages to a stronger national economy in the 1930s and the inclusion of the contemporary status of unions demonstrate a depth of historical understanding.

From the dawn of American history, the issues of one group taking advantage over another has been a continuous problem. From when the first slaves were imported to America and the first settlers arrived, there wasn't absolute equality. From the earliest days people have been fighting for their freedom and more rights. Both the abolitionist movement and the fight for women's suffrage are issues that embodied the hypocrisy of American democracy and of which have forever impacted the United States and our society.

The American Revolution began as a struggle over representation and taxation and altered to the preservation of individual rights and democratic practices established during the colonial period. After the Americans won, there were many daunting issues but a serious one created sectionalist tensions: slavery. The Northern states gradually ended slavery because it wasn't economically profitable and it did not fit the rights they had fought for in the Revolution. Meanwhile, the Southern economy was very dependant on slave labor, especially as cotton production rose dramatically after the invention of the cotton gin^(Doc b). Some Southerners struggled with the issue of slavery but saw no practical way of ending it without economic and social upheaval. With influence from the Second Great Awakening, slavery began to be viewed as more of a moral issue, with stories of slaves being beaten and sold like property (Doc 1b). The abolitionist movement was a combined effort of

African American (free and slave) and white support. Both Frederick Douglass and William Lloyd Garrison employed writing to spread support, with Garrison's *The Liberator* being radical in supporting an immediate end to slavery (Doc 2). *Uncle Tom's Cabin* also served as a major influence as a best-selling novel and helped to increase public opinion against the moral atrocity that was slavery. The Underground Railroad, pioneered by ardent supporter Harriet Tubman, helped slaves to their freedom from the South to the North. Some abolitionists were unhappy with the lack of progress being made and turned to violence, one such uprising was Nat Turner's Rebellion which made the South fearful and led to a stricter slave system. To win success ultimately, it would take a Civil War and a constitutional amendment to end slavery. Since the South's stance on the issue was set in stone, the Civil War was almost inevitable, especially because of the failure of the Compromise of 1850 and the issue of whether slavery should spread to the newly acquired territories further dividing the North and the South. A major step for the abolitionist movement was Abraham Lincoln's Emancipation Proclamation, which helped give the Civil War a moral cause instead of just "preserving the Union." When the war ended, the abolitionist's goal was achieved. The impact of this movement in the United States and American society is that with the 13th amendment it became unconstitutional to enslave another person based on race.

Citizenship and voting rights for black men were also guaranteed in the 14th and 15th amendments!

Since America was first colonized, there were many limitations on who could have the right to vote. Even after women helped boycott tea and wore clothing for the soldiers of the army in the Revolution (Doc 7a), they were not given the right to vote. The injustice of such circumstances led women to unite and form suffrage movements, one such acclaimed one being the 1848 Seneca Falls Convention, in which leading suffragists such as Lucretia Mott and Elizabeth Cady Stanton helped create the Declaration of Sentiments, which was modeled after the Declaration of Independence (Doc 7b). This document was a list of grievances of women who were not enfranchised and not even given equal opportunity as men, especially in the fields of education and the workplace. In order to promote women's suffrage and influence American opinion, men and women alike united through parades, hunger strikes, and illegal intrusions of polling places (Doc 8b). The passage of the 18th amendment prohibiting the sale of alcohol or its production helped display the political, organizational, and moral influence of women. Many believed giving women the right to vote would give them the "moral" ballot (Doc 9). Some historians may argue that the suffragist movement was not influential because giving women the right to vote would have happened anyway. However, this is a flawed analysis because since colonization

in the 1600s, women had generally not been given the right to vote. Without the display of discontent seen in the women's Suffrage movement the 19th amendment might not have been added to the Constitution in 1920.

Through persistence and determination, both the abolition and women's suffrage movements broke through the hypocrisy of American democracy and succeeded in the passage of constitutional amendments to achieve their successes.

Anchor Level 4-A

The response:

- Develops all aspects of the task by discussing the abolitionist movement and the woman's suffrage movement
- Is both descriptive and analytical (*abolitionist*: the Southern economy was very dependent on slave labor, especially as cotton production rose dramatically; it was a combined movement of African American and white support; Garrison's *The Liberator* was very radical in supporting an immediate end to slavery; *Uncle Tom's Cabin* helped to increase public opinion against the moral atrocity that was slavery; *woman's suffrage*: even after women helped boycott tea and weave clothing in the Revolution, they were not given the right to vote; many believed giving women the right to vote would give them the "moral" ballot; some historians may argue that the movement was not influential because giving women the right to vote would have happened anyway, however, this is flawed analysis because since colonization in the 1600s women had generally not been given the right to vote; without the display of discontent, the 19th amendment may not have been added to the Constitution)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*abolitionist*: the Northern states gradually ended slavery because it was not economically profitable; slavery increased after the invention of the cotton gin; with influence from the Second Great Awakening, slavery began to be viewed as more of a moral issue; some abolitionists were unhappy with the lack of progress and turned to violence; Nat Turner's rebellion made the South fearful and led to a stricter slave system; the Civil War was almost inevitable, especially because of the failure of the Compromise of 1850 and the issue of whether slavery should spread to the newly acquired territories; a major step for the movement was Lincoln's Emancipation Proclamation that helped give the Civil War a moral cause instead of just preserving the Union; with the 13th amendment, it became unconstitutional to enslave another person based on race; citizenship and voting rights for black men were also guaranteed in the 14th and 15th amendments; *woman's suffrage*: at the Seneca Falls Convention, the Declaration of Sentiments was modeled after the Declaration of Independence)
- Supports the theme with relevant facts, examples, and details (*abolitionist*: slaves sold like property; writing employed to spread support; Underground Railroad; *woman's suffrage*: list of grievances of women; not given equal opportunity as men, especially in the fields of education and the workplace; parades; hunger strikes; illegal invasions of polling places)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that envisions the movements as breaking through the hypocrisy of American democracy

Conclusion: Overall, the response fits the criteria for Level 4. Important pre-Civil War references to the sectional issues of slavery and their linkage to abolition support the notion of the Civil War's inevitability and the ultimate success of the abolition movement. Although the analysis contained in the woman's suffrage discussion is good, the inclusion of more historical facts and details would have added depth to the overall development of this movement.

The United States has a long history of movements dedicated to changing aspects of American history and society with mixed results. The successful major movements, however, all used a variety of methods and tactics to achieve their goals, and had lasting effects on American history and society. The abolitionist movement and women's suffrage movement, in particular, stand out as excellent examples of reform movements which succeeded in bringing about change.

The institution of slavery had always been a controversial one. Indeed, a passage concerning the cruelty of the slave trade was removed from the Declaration of Independence, for fear it would alienate some of the Southern colonies. The South, relying heavily on cash crop agriculture, needed large amounts of labor to work on their plantations. The invention of the cotton gin only increased demand for slave labor, as more cotton could be produced than ever before. As Document 1a clearly illustrates, as cotton production increased at an almost-exponential rate, so did slavery and the number of slaves. As it increased, so did opposition, especially in the North, where slavery had gradually disappeared by the early 1800s. William Lloyd Garrison saw slavery as a sin and wanted it ended immediately. He published the Liberator in Boston.

beginning in 1831 (Document 2).

The *Liberator* was an abolitionist, antislavery newspaper that gradually sold more and more copies although many in the North opposed him because Southern plantation owners were their business partners. As the abolition movement grew and membership in the American Anti Slavery Society increased, more similar pamphlets and writing pieces appeared. But this was not the only way abolitionists used to further their cause. Et slave Harriet Tubman became a conductor on the Underground Railroad, a series of trails and safe houses which were used to smuggle escaped slaves North to freedom. Even the passage of a new Fugitive Slave Act with the Compromise of 1850 wouldn't stop the Underground Railroad's actions—rather, it spurred them to work at a faster pace. This, combined with moral pressure resulting from publications such as 'Uncle Tom's Cabin' and other sectional differences, eventually led some abolitionists to become more militant (John Brown) to achieve the goal they desired (albeit following a long Civil War). Interestingly, as Document 3 points out, the end of the movement came with the passage of the 13th Amendment freeing the slaves. The other so-called Civil War Amendments to the Constitution, 14 and 15, were added to guarantee citizenship and voting rights going

beyond the goals of many abolitionists. These rights were restricted with almost a century of Jim Crow laws which eventually led to the rise of protests by African Americans. These efforts took many forms from the courts to the streets, but real legal equality was finally achieved in the 1960s.

Another issue mentioned in Document 3 is that of women's rights. Interestingly the wording of the 14th and 15th Amendments did not use the term "female," and so this reignited the women's rights movement, which had faded considerably being overshadowed by the abolitionist movement and the Civil War. Its prior relative summit had been held at Seneca Falls in 1848. At that conference, the members wrote a Declaration of Sentiments, a rewritten version of the Declaration of Independence tailored to address women's rights (Documents 7a and 7b). It listed multiple grievances, including a lack of property rights and submission to laws which they had no say in writing. They also wanted the right to vote but their grievances were not taken seriously. And so, with the end of the Civil War and passage of the 14th and 15th amendments came the women's suffrage movement. Women were determined this time to get voting rights for themselves. Even though the Supreme Court had used the 14th Amendment to validate

women's citizenship, they ruled it didn't mean they could vote. Besides taking the case to the courts, women used a variety of methods, ranging from public demonstrations (Ba) to hunger strikes and attempting to illegally vote (Cb). Women brought more pressure to bear on state and national lawmakers. Clearly, as documents Ba and Cb show, such a plethora of tactics was specifically tailored to pressure lawmakers from all angles. Few states, outside ones in the West, responded to their campaigns in the 1890s, but public support for their voting rights increased because of their contributions to mobilization during World War I. The women's suffrage movement finally succeeded with the passage of the 17th Amendment. And by the end of the 1920's, several women were elected to Congress (Document E). And it would not end there. Like abolitionists, the suffragists' legacy continued in the various feminist movements throughout the 1960's and 1970's providing an ongoing source of reform in American society. The role of women continues to grow economically, socially, and politically. Women played a major role in winning World War II and continue to break economic barriers even today.

Campaigning for change has always been a major influence in shaping American history and society. The multifaceted approaches can and have been able to

accomplish much in the way of reform. This American tradition will continue well into the future, shaping and molding American society in ways not thought previously possible.

Anchor Level 4-B

The response:

- Develops all aspects of the task by discussing the abolitionist movement and the woman's suffrage movement
- Is both descriptive and analytical (*abolitionist*: as cotton production increased at an almost exponential rate, so did slavery; as slavery increased, so did opposition especially in the North; real equality finally achieved in the 1960s; *woman's suffrage*: wording of the 14th and 15th amendments did not use the term *female*; the Declaration of Sentiments listed multiple grievances, including a lack of property rights and submission to laws which women had no say in writing; women wanted the right to vote, but their grievances were not taken seriously; women brought more pressure on state and national lawmakers; by the end of the 1920s, several women were elected to Congress; the movement's legacy continued in the various feminist movements throughout the 1960s and 1970s)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*abolitionist*: the invention of the cotton gin increased the demand for labor; membership in the American Anti-Slavery Society increased; Harriet Tubman became a conductor on the Underground Railroad; with the passage of the Fugitive Slave Act and the Compromise of 1850, Underground Railroad's actions did not stop, rather worked at a faster pace; the 14th and 15th amendments went beyond the goals of many abolitionists; rights were restricted with almost a century of Jim Crow laws; *woman's suffrage*: was overshadowed by the abolitionist movement and the Civil War; the Declaration of Sentiments was tailored to address women's rights; even though the Supreme Court had used the 14th amendment to validate women's citizenship, they ruled it did not mean they could vote; public support for women's voting rights increased because of their contributions to mobilization during World War I; played a major role in winning World War II)
- Supports the theme with relevant facts, examples, and details (*abolitionist*: Garrison, *The Liberator*, abolitionist newspaper; *Uncle Tom's Cabin*; John Brown; passage of the 13th amendment; *woman's suffrage*: Seneca Falls conference; public demonstrations; hunger strikes; attempts to vote illegally); includes a minor inaccuracy (*woman's suffrage*: the movement finally succeeded with the passage of the 17th amendment)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states the American tradition of change will continue well into the future, shaping and molding American society in ways not thought previously possible

Conclusion: Overall, the response fits the criteria for Level 4. Good historical references are used to address efforts of abolitionists leading to increased militancy and the efforts of women in the states and courts. The response uses a methodical straightforward approach, demonstrating an understanding of both movements, but additional facts and details would have enhanced the response.

Change is important in every society. If a society cannot change, it becomes obsolete and collapses. America has shown its ability to change through the abolition and women's rights movements. However, this change did not come easily; both movements had to work through prejudices and social barriers to gain their rights.

Slavery was an inherent aspect of American society from colonial times to the Civil War. They were brought to North America on a route known as the "Middle Passage" and from that point on they became an important source of labor in America, specifically in the south. As slaves came in, planters expanded their cotton production. They sought more slaves to expand further especially after the cotton gin was invented. This cycle continued and both slavery and cotton production skyrocketed (Doc 1a). However, slaves were not treated well (Document 1b). They were beaten for the most miniscule reasons, sometimes for no reason at all. This mistreatment of slaves was a moral and religious concern that led to the abolitionist movement. The abolitionists included both whites and blacks. Some of the black abolitionists were former slaves. They promoted abolition through many means, such as newspapers like The Liberator by William Lloyd Garrison and ~~the~~ the black abolitionist magazine, Freedom's Journal (Document 2). The Underground Railroad was also a tactic used by abolitionists. Many abolitionists, such as Harriet Tubman, helped slaves to freedom through this

"railroad" which ~~was~~ was actually a series of stops where escaped slaves could safely stay on their journey to freedom. The abolitionist movement was also ~~for~~ fueled by Harriet Beecher Stowe's book, Uncle Tom's Cabin, which told the story of an enslaved family. Her book was so moving that it even gained popularity abroad and even helped keep Britain and France from officially aiding the Confederacy in the Civil War. The issue of slavery ultimately tore our country apart, literally, as South Carolina seceded after Lincoln's election and the rest of the South followed. They believed that Lincoln's Republican Party would eventually end slavery. The issue was finally decided with war. The Civil War ended with a victory for the Union and freedom for African Americans. However, the impact of the abolitionist movement goes beyond simply the freedom of slaves. It progressed to guaranteeing African-American civil rights in the 14th and 15th Amendments. While these rights were abused by years of Jim Crow laws to keep African Americans from voting, real legal equality was gained by the civil rights activists in the 1950's and 1960's. Some even argue that the abolition movement sparked the women's rights movement that started again after the Civil War (Doc 3)

Like the abolitionist movement, the women's right movement stemmed from a dissatisfaction with the structure of society. Women were the homemakers. They served an important function

as a caretaker for their homes, children and husbands. However, they were not ~~entirely~~ entirely happy. In the Seneca Falls convention, women began to voice their opinions (Doc 7). Headed by Elizabeth Cady Stanton and other prominent women's right leaders, the suffragists at Seneca Falls drafted the Declaration of Sentiments, which established the idea that all men and women are created equal (Doc 7). Women used tactics such as civil disobedience and pushed ~~for~~ lobbying to make an impact (Doc 7). Some women illegally voted to gain recognition. By 1920, they achieved their goal and gained suffrage with the passage of the nineteenth amendment. After this, not only were women allowed to vote, but more were also elected to high political offices (Doc 9). This gave them more input into laws that could promote more economic and social equality for them. The civil rights movement led to another women's rights movement in the 1960's that continued their fight for equal rights.

Ultimately, both women and blacks were treated unfairly during early American history, but they have made significant progress and many in both groups have become successful.

Anchor Level 4-C

The response:

- Develops all aspects of the task but discusses the abolitionist movement more thoroughly than the woman's suffrage movement
- Is both descriptive and analytical (*abolitionist*: slavery was an inherent aspect of American society from colonial times to the Civil War; slavery was an important source of labor in America, specifically in the South; planters expanded their cotton production, then sought more slaves to expand further; slaves were beaten for the most miniscule reasons; some black abolitionists were former slaves; some argue that the abolition movement sparked the women's rights movement that started again after the Civil War; *woman's suffrage*: the Declaration of Sentiments established the idea that all men and women are created equal; some women illegally voted to gain recognition; with suffrage, women gained more input into laws that could promote more economic and social equality for them)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*abolitionist*: the cotton gin helped expand slavery; Harriet Tubman helped slaves to freedom through the "railroad," which was a series of stops where escaped slaves could safely stay on their journey to freedom; *Uncle Tom's Cabin* gained popularity abroad and helped keep Britain and France from officially aiding the Confederacy in the Civil War; issue of slavery tore our country apart as South Carolina seceded after Lincoln's election and the rest of the South followed believing that Lincoln's Republican Party would eventually end slavery; Civil War ended with victory for the Union and freedom for African Americans; the movement progressed to guaranteeing African American civil rights in the 14th and 15th amendments; real legal equality was gained by civil rights activists in the 1950s and 1960s; *woman's suffrage*: women served an important function as a caretaker for their homes, children, and husbands; women used tactics such as civil disobedience and pushed lobbying to make an impact; they achieved their goal and gained suffrage with the passage of the 19th amendment; the civil rights movement led to another women's rights movement in the 1960s that continued their fight for equal rights)
- Supports the theme with relevant facts, examples, and details (*abolitionist*: skyrocketing slavery and cotton production; Garrison's *The Liberator*, black abolitionist magazine *Freedom's Journal*; underground railroad; Harriet Beecher Stowe, *Uncle Tom's Cabin*; Jim Crow laws; *woman's suffrage*: Seneca Falls convention; Elizabeth Cady Stanton)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discusses the slow process of change in society

Conclusion: Overall, the response fits the criteria for Level 4. Understanding that the significance of each movement extends into the civil rights activism of the 1950s and 1960s is good. Although civil disobedience and lobbying are good inclusions, a more thorough discussion of methods used in the woman's suffrage movement would have provided further linkage to the achievement of their goal.

Throughout history groups of people have banded together in hopes to bring about change. Two main movements that commonly come to mind are the abolitionist movement and the women's suffrage movement. Both movements ~~and~~ fought to increase their rights and, by doing so, forever changed the country and American society.

The abolitionist movement is characterized as the want to end slavery and give African Americans their freedom. This was very controversial due to the importance of slavery to the economy of the south. From the year 1800 to 1860 the production of cotton was directly proportional to the growth of slavery, during the time both soared (Doc 1A). The living conditions for slaves were often poor. They had to work from early in the morning to late in the evening doing harsh labor. Often times, they were beaten or not given adequate food or clothing (Doc B). To escape this life style many tried to escape North with the help of Harriet Tubman's underground railroad. Also, in rare cases, slaves tried to buy their freedom or their children's freedom.

But, many slaves ^{remained} ~~remained~~ stuck in slavery while others struggled for freedom. Many leaders like Frederick Douglass and William Lloyd Garrison, author of the Liberator (Doc 2) fought for an end to slavery.

They wrote in magazines and gave lectures to try to change public opinion. Violence was even resorted to, sometimes, such as in slave revolts or rebellions. The fighting for slaves' freedom was eventually granted after the Civil War in the 13th Amendment which ^{abolished slavery} ~~eventually granted~~ from the United States. However, there was still much discrimination within the U.S. The fight for equality was still hard for African Americans. Segregation and racism continued to run rampant and it would take the effort of revolutionary thinkers like W.E.B. DuBois, Booker T. Washington, Rosa Parks and Martin Luther King Jr. to make advances in rights. That revolutionary thinking eventually led to civil rights legislation of the 1960s and 1970s.

With the help of women like the Grimké sisters and Lucretia Mott, African Americans were given their freedom and finally the right to vote in the 15th Amendment. Through their help in this movement (Doc. 3), many women wanted to continue to fight for their own rights in particular, suffrage.

Women protested for their right to vote by ^{parades} ~~parading~~, strikes (Doc. 8A), and illegal invasions of polling places. These acts were started by woman leaders like Elizabeth Cady Stanton and Susan B. Anthony. Also women got together in groups to discuss their rights and plans to attain them.

The Seneca Falls Convention was vital to the beginning of their movement. In 1848 the convention released the *Seneca Falls* Declaration of Sentiments which stated injustices like unequal education, right to property and right to vote. These goals continued to be important to many women after the civil war. Another group, the National American Women Suffrage Association increased its members from 13,150 ~~to~~ in 1893 to over two million in 1917 (Doc 8b).

In the end, the movement proved effective. Women were granted suffrage in the 19th Amendment. Also millions of women began to vote. This right had a great impact on the way people saw women. No longer would they be seen as only wives and mothers. By the end of the 1920s some women even began to hold higher political office (Doc 9), this is a long way away from the Cult of Domesticity attitudes that many held in the 1800s.

Both women and African Americans bettered their futures and the future of others by fighting for their rights. Both movements had key leaders that paved the way. They also used many of the same methods like strikes, meetings, and lectures. Both movements had monumental effects on America's attitudes and its history.

Anchor Level 3-A

The response:

- Develops all aspects of the task with little depth by discussing the abolitionist movement and the woman's suffrage movement
- Is more descriptive than analytical (*abolitionist*: wanting to end slavery and give African Americans freedom was controversial; slavery important to the economy of the South; many slaves remained stuck in slavery while others struggled for freedom; leaders wrote in magazines and gave lectures to try to change public opinion; the production of cotton was directly proportional to the growth of slavery; slaves' freedom was granted after the Civil War in the 13th amendment, but discrimination still remained; *woman's suffrage*: after helping in the abolitionist movement, many women wanted to continue to fight for their own rights, in particular suffrage; women got together to discuss their rights and plans to attain them; the Seneca Falls Convention was vital to the beginning of their movement; suffrage had an impact on the way people saw women; by the end of the 1920s, some women began to hold higher political office)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates some relevant outside information (*abolitionist*: many slaves tried to escape north with the help of Harriet Tubman's Underground Railroad; in rare cases, slaves tried to buy their children's freedom; segregation and racism continued and it would take the efforts of revolutionary thinkers such as W. E. B. Dubois, Booker T. Washington, Rosa Parks, and Martin Luther King Jr. to make advances in civil rights; led to civil rights legislation of the 1960s and 1970s; with the help of women such as the Grimke sisters and Lucretia Mott, African Americans were given freedom and finally the right to vote in the 15th amendment; *woman's suffrage*: goals of the Seneca Falls Convention continued to be important to many women after the Civil War; after the passage of the 19th amendment, women were no longer seen as only wives and mothers; the 1920s are a long way from the "cult of domesticity" attitudes that many held in the 1800s)
- Includes some relevant facts, examples, and details (*abolitionist*: slaves beaten, not given adequate food, clothing; Frederick Douglass, William Lloyd Garrison, *Liberator*; *woman's suffrage*: Elizabeth Cady Stanton; Susan B. Anthony; parades, strikes, illegal invasions of polling places; Declaration of Sentiments; National American Woman Suffrage Association)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states both women and African Americans bettered their futures and the future of others by fighting for their rights

Conclusion: Overall, the response fits the criteria for Level 3. This primarily descriptive response links revolutionary African American thinkers to the abolitionists of the 1800s. However, further document analysis and more supporting facts and details would have added depth to the discussion.

The United States was created on the foundation that the people must have rights within the government and that the people can protest in order to get rights they don't have. This was the case in both the labor movement and the women's suffrage movement. The labor movement was fueled by the inability of laborers to protect their rights in the workplace. The women's suffrage movement was propelled by the anger of women after all "males" could vote (including blacks); women were big players in the abolitionist movement. The labor movement and the women's suffrage movement ~~together~~ brought lasting change to American Society that is still apparent today.

During the Industrial Revolution in late 19th century America, laborers were taken advantage of by employers. To counter this injustice the labor movement was initiated. The earliest labor movements were the National Labor Union and the Knights of Labor (Doc 5). The Knights of Labor consisted of skilled and unskilled workers. Due to the public's belief that they were involved in violent incidents such as Haymarket Square and unselective

membership, the Knights of Labor soon were extinct. Next came the American Federation of Labor (AFL) which in the beginning only consisted of white skilled laborers. They were ~~seesaw~~ successful because they ~~demanded~~ depended on "Bread and Butter" negotiations. This meant that the AFL only asked for ~~the~~ necessities in labor reform such as higher wages and better working conditions. They used walkouts and boycotts to achieve their goals. This movement was necessary because conditions in factories were horrid and unhealthy. For example people who worked in textile factories often ~~to~~ had lung disease due to their regular inhaling of cotton particles in the air (Doc 4). If they got sick there was no workers' compensation or help for their families. While the AFL had some success because its skilled members were harder to replace, unskilled workers ~~are~~ needed help to make much progress. FDR pushed thru the Wagner Act to strengthen collective bargaining rights. Later, FDR supported the Fair Labor Standards Act

which set a minimum wage and limited child labor (Doc 6b). These policies are still in place today and continue to ensure fair labor practices.

The women's suffrage movement was further propelled by the fact that although former male slaves could vote, women could not still. In order to gain the right to vote women met during the Seneca Falls convention and drew up the Declaration of Sentiments that ~~they~~ very much resembled the ~~Declar~~ Declaration of Independence but the Declaration of Sentiments was generally not taken seriously (Doc 7b). Having been abolitionists before the Civil War women were disappointed when the 15th amendment didn't include them. Women then formed groups such as the NAWSA to actively lobby the state and federal government and earn the right to vote. Finally ~~with~~ with the passage of the 19th amendment, women earned the right to vote. Resulting from this new right, more women could now hold political office. (Doc 9)

This is apparent ~~even~~ even today where there are more women than ever before holding office in Congress and even running for president.

The labor movement and the women's suffrage movement made many changes in American Society that are still apparent today. Because of ~~their~~ their success we have the reforms in labor and women now had political freedom.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth by discussing the labor movement and the woman's suffrage movement
- Is more descriptive than analytical (*labor*: movement was fueled by the inability of laborers to protect their rights in the workplace; labor unions were necessary because conditions in factories were horrid and unhealthy; people who worked in textile factories often had lung disease due to the regular inhaling of cotton particles; unskilled workers needed help to make progress; policies of the Fair Labor Standards Act continue to ensure fair labor practices; *woman's suffrage*: propelled by the anger of women after all males, including blacks, could vote; to gain the right to vote, women met during the Seneca Falls Convention and drew up the Declaration of Sentiments; having been abolitionists before the Civil War, women were disappointed when the 15th amendment did not include them; more women could hold public office)
- Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*labor*: during the Industrial Revolution, laborers were taken advantage of by employers; the labor movement was initiated to counter injustice towards workers; the Knights of Labor consisted of skilled and unskilled workers; due to the public's belief that they were involved in violent incidents such as Haymarket Square, the Knights of Labor were soon extinct; the American Federation of Labor consisted of white skilled laborers and was successful because they depended on "bread and butter" negotiations; the American Federation of Labor used walkouts and boycotts to achieve their goals; if people got sick, there was no workers' compensation or help for their families; *woman's suffrage*: the Declaration of Sentiments resembled the Declaration of Independence; with the passage of the 19th amendment, women earned the right to vote; more women than ever before hold office in Congress today and even run for President)
- Includes some relevant facts, examples, and details (*labor*: Wagner Act, collective bargaining; minimum wage, limited child labor; *woman's suffrage*: National American Woman Suffrage Association, actively lobbied state and federal governments)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that state both movements made changes in American society that are still apparent today

Conclusion: Overall, the response fits the criteria for Level 3. A good factual knowledge of labor union history adds to the discussion of that movement; however, the woman's suffrage movement is addressed primarily through document interpretation. A more thorough discussion of the immediate and long-term impacts for both movements would have improved the response.

For many years, individuals have fought to obtain equal rights. Whether the rights were at the local or national level, actions have been made. The abolitionist movement sought to free African Americans from the bondage of slavery. The woman's suffrage movement was issued to supply women with equal voting rights as men. Through these actions, people have been determined to fight to obtain "unalienable rights."

The abolitionist movement helped African Americans gain liberty by the help of many influential people. Africans were forced into slavery in the United States and the number of enslaved rapidly increased between 1800 and 1860 (Doc1). These individuals were often abused, tormented, and overworked. They worked long days often with little food or clothes. In order to achieve freedom, actions were taken for decades. The Underground Railroad aided African Americans in escaping to Northern states or ~~Canada~~ Canada. Abolitionists opened their homes and allowed blacks to reside there (in secret) on their journey north. The Liberator and ~~the~~ Uncle Tom's Cabin were a newspaper and novel published to inform America of the ~~newspaper~~ horrors and cruelty of slavery (Doc2). Eventually, after years of struggling and determination, African Americans were granted freedom. At first, President Lincoln freed slaves in states that had seceded from the Union and were in rebellion in his Emancipation Proclamation. Finally, in the 13th Amendment, all slaves were liberated and freed

from their masters. For the years to come, blacks faced segregation and discrimination. Laws and court decisions like Plessy v. Ferguson established "separate but equal" facilities which created separate public areas for whites and blacks. These facilities were far from equal. Hate groups also formed. The KKK attacked and lynched ~~iso~~ innocent African Americans, simply because their skin was a different color. To this day, African Americans in some cases continue to face prejudice by people even though they have the same constitutional rights and freedoms as everyone else.

The women's suffrage movement was gender discrimination rather than racial. Women were denied to partake in many activities that men were active in. For example, at Seneca Falls women pointed out that they could not vote, own property, or make the same amount of money as men (Doc 7b). They struggled for years and "participated in vigils, parades, hunger strikes and illegal invasion of polling places" to get their point across (Doc 8b). These determined women were not willing to give up. Elizabeth Stanton was a leader of the women's rights movement and made speeches around the nation. She, along with many other men and women in the movement, gradually gained support of citizens especially as people considered women's wartime service. After World War I, the 19th Amendment was ratified and declared that women could vote. Millions of women could participate in the government and some women

even obtained seats in congress (Doc 9). Suffrage rights seemed to make them more equal in other areas as well. For the most part, women are viewed equal in society, although in some areas, women are still somewhat limited and viewed as inferior to men.

It is evident that many movements have occurred that has made America what it is today. The abolitionists efforts and the women's suffrage advocates fought to allow and give blacks freedom from slavery and women's rights. These individuals now have more rights and liberties. The United States today is a nation that has more opportunities for equality and prosperity.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth by discussing the abolitionist movement and the woman's suffrage movement
- Is more descriptive than analytical (*abolitionist*: the movement sought to free African Americans from the bondage of slavery; the number of enslaved persons rapidly increased between 1800 and 1860; after years of struggling and determination, African Americans were granted freedom; finally in the 13th amendment, all slaves were liberated and freed; African Americans continue to face prejudice even though they have the same constitutional rights and freedoms as everyone else; *woman's suffrage*: they wanted to supply women with equal voting rights as men had; it was gender discrimination rather than racial; they could not vote, own property, or make the same amount of money as men; millions of women could participate in the government and some women obtained seats in Congress; for the most part, women are viewed equal in society although in some areas they are still somewhat limited)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates some relevant outside information (*abolitionist*: the Underground Railroad aided African Americans in escaping to Northern states or Canada; abolitionists opened their homes and allowed blacks to reside there in secret on their journey north; President Lincoln freed slaves in states that had seceded from the Union and were in rebellion in his Emancipation Proclamation; for years, blacks faced segregation and discrimination; laws and court decisions such as *Plessy v. Ferguson* established "separate but equal" facilities, which created separate public areas for whites and blacks that were far from equal; the Ku Klux Klan attacked and lynched innocent African Americans simply because their skin was a different color; *woman's suffrage*: Elizabeth Stanton along with many other men and women gradually gained support of citizens, especially as people considered women's wartime service; after World War I, the 19th amendment was ratified and declared that women could vote)
- Includes some relevant facts, examples, and details (*abolitionist*: slaves abused, tormented, overworked, little food, clothes; *The Liberator*, newspaper, *Uncle Tom's Cabin*, novel; *woman's suffrage*: Seneca Falls; vigils, parades, hunger strikes, illegal invasions of polling places)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that state goals of the abolitionist and the woman's suffrage movements

Conclusion: Overall, the response fits the criteria for Level 3. Document information supplemented by brief supporting historical statements demonstrates a general understanding of the abolitionist and woman's suffrage movements. The discussion of the abolitionist movement demonstrates an understanding of the continuing discrimination faced by African Americans, while the discussion of the societal impact of the suffrage movement is less detailed.

Movements in America arise when a group of people have the same grievance and wish to do something about it. Two such movements are the abolitionist movement and the women's rights movement.

The abolitionist movement in America fought to free the slaves. In the early 19th century, slavery was still a major part of American culture. This was a result of the growth of cotton, a major cash crop in Southern society. (Document 1a) Abolitionists, both ~~the~~ black and ~~white~~ ^{white}, opposed slavery on a moral basis. Abolitionists such as William Lloyd Garrison, who was white, and Frederick Douglass, who was black, fought for freedoms. Garrison published The Liberator, a magazine calling for an end to slavery. (Document 2) Once slavery was abolished, blacks still had little to no rights. This was during the period of Reconstruction in the American South. Blacks were free, but still faced harsh discrimination, segregation, and poverty.

As for the women's Rights movement, women felt that men had many more rights than they did, which was true. Women met at conventions and meetings such as the one at Seneca Falls. There, they stated their grievances, such as the fact that when married, they lost all property rights (Doc. 7b) Women picketed and protested. They participated in strikes and were jailed in some cases for their actions (Doc. 8b and 8c) As a result, women did gain rights such as the vote. However, they still did not experience full equality in society.

Both the abolitionist movement and the women's rights

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

movement obtained some goals. In both cases, ~~more~~ however the protesting groups still faced inequalities in society.

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

- Minimally develops all aspects of the task by discussing the abolitionist movement and the woman's suffrage movement
- Is primarily descriptive (*abolitionist*: movement fought to free slaves; in the early 19th century, slavery was still a major part of American culture; both black and white abolitionists opposed slavery on a moral basis; *woman's suffrage*: women felt that men had many more rights than they did; at Seneca Falls, women stated their grievances such as when married they lost all property rights; women did gain rights such as the vote)
- Incorporates limited relevant information from documents 1, 2, 7, and 8
- Presents little relevant outside information (*abolitionist*: cotton was a major cash crop in Southern society; once slavery was abolished, blacks still had little to no rights; during the period of Reconstruction in the American South, blacks were free but still faced harsh discrimination, segregation, and poverty; *woman's suffrage*: women still did not experience full equality in society)
- Includes relevant facts, examples, and details (*abolitionist*: William Lloyd Garrison, Frederick Douglass; Garrison, *The Liberator*; *woman's suffrage*: conventions, meetings, picketed, strikes, jailed); includes a minor inaccuracy (*abolitionist*: *The Liberator* was a magazine)
- Demonstrates a general plan of organization; includes an introduction that states movements arise when people have the same grievance and wish to do something about it and a conclusion that states protesting groups still face inequalities today

Conclusion: Overall, the response fits the criteria for Level 2. Brief relevant statements indicate an understanding of the documents and their linkage to the task. Impact statements for both movements recognize limitations, but supporting facts and details are sparse, especially in the case of woman's suffrage.

Throughout history, Americans have attempted to change aspects of society in order to benefit those who ~~are~~ are a part of it. Many movements have come about to give rights to those who should have them, but are denied by some aspect of the government. Two such movements are the abolitionist movement, and the women's suffrage movement. ~~Both movements~~

During the 1800's, cotton became a hugely sought after cash crop. The production of cotton was very difficult and tedious. Many plantations began buying slaves to do their work ~~on~~ in the fields. ~~The~~ cotton production between 1800 and 1860 increase as well as the number of slaves. There was less than ^{one} ~~one~~ million slaves in 1800. By 1860 there was almost four million slaves (doc 1a). Slaves were often forced from their homes in Africa to be brought to America. ^(doc 1b) The African Americans were chained in the

cargo area of ships in close ~~quarters~~ quarters allowing diseases to spread much more easily among them. When slaves were bought, their masters often treated them badly. ^(doc 1b) Slaves were beaten, ~~and~~ whipped, ^{and} fed little food. ~~and~~ ^{and} these humans were treated like animals and ~~they~~ had no rights like those of the white ~~men~~ men. Black abolitionists during the movement used armed rebellions and elections to achieve their goals, whereas white abolitionists used newspapers and lecture platforms to achieve the goal of rights for African Americans. (doc 2). The abolitionist movement "steered the nation toward universal rights, and was instrumental in embedding those rights into the Constitution" (doc 3). Though African Americans were on their way to having equal rights to whites, male abolitionists failed to mention females in the Thirteenth, Fourteenth and fifteenth amendments (doc 3).

This began the ~~the~~ women's suffrage movement.

Throughout history women have been viewed as second class citizens to men. Women were to stay home in order to take care of their children, ~~hus~~ and husband. Women were not welcome in the job force. If a woman was married, she was civilly dead "in the eye of the law". Women were not permitted to gain a proper education. ~~and therefore~~ ~~to even property~~ women had no rights to earn property, or even to the wages she earned. (Doc 7b). The NAWSA or the National American Woman's Suffrage Association was an organization that was effective during the suffrage movement. In 1893 the organization had 13,150 members. In 1917 it grew to over two million members. ^(Doc 8b) Many women formed protests and participated in vigils, parades and hunger

strikes. ~~even though~~ women were finally allowed to vote and some ^{were} even elected into public office (Doc 9).

Throughout American history, many groups of people had been viewed as second class citizens.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task by discussing the abolitionist movement and the woman's suffrage movement
- Is primarily descriptive (*abolitionist*: slaves were often forced from their homes in Africa to be brought to America; when slaves were bought, their masters often treated them badly; male abolitionists failed to mention females in the 13th, 14th, and 15th amendments; *woman's suffrage*: if a woman was married, she was civilly dead in the eye of the law; the National American Woman Suffrage Association was an effective organization during the suffrage movement)
- Incorporates limited relevant information from documents 1, 2, 3, 7, 8, and 9
- Presents little relevant outside information (*abolitionist*: during the 1800s, cotton became a hugely sought after cash crop; many plantations began buying slaves to do their work in the fields; *woman's suffrage*: women viewed as second class citizens to men)
- Includes few relevant facts, examples, and details (*abolitionist*: increased cotton production between 1800 and 1860; one million slaves in 1800, almost four million by 1860; slaves beaten, whipped, fed little food; *woman's suffrage*: stay home; take care of children and husband; vigils; parades; hunger strikes; finally able to vote; elected to public office); includes an inaccuracy (*woman's suffrage*: women were not welcome in the job force)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Although paraphrased statements appear sporadically throughout the development of both the abolitionist and woman's suffrage movements, overgeneralizations regarding each movement detract from the effort. A lack of specificity regarding the impact of each movement weakens the discussion.

One of the most influential movements in American History was the abolitionist movement. This movement had a very big impact on our society. There has been influential Supreme Court Cases such as Dred Scott v. Sanford and Brown v. Board of Ed. These also made a tremendous impact on the abolitionist movement and helped. This movement was part of the biggest problems that faced our country was slavery.

In Document 1 there are two graphs one shows the cotton production and the other growth of slavery. Each of these graphs increased in the bales of cotton and the number of slaves. This shows how much cotton we produced needed a ton of slaves. We went from having about only 1,000,000 slaves to 4,000,000 slaves Which is a very sad and ugly part of our nations history This shows how many people were obsessed with slavery and needed slaves

In Document 1B it talks about slavery and how harsh it was. James L. Bradley was also a slave and Document 1B is based upon his life. He reveals the dark side of what slavery is actually like. They will torment a slave with kicks and knocks and will sometimes go further than that. He remembered one time where his master took a curry comb and wailed him in the neck. This shows how horrible the white people are to other ~~white~~ people.

Document 2 shows all the work that the abolitionists did. So that all the slaves could finally have freedom. They talk about the differences between white and black abolitionist. Many white abolitionist used the media to show why slavery is so wrong. They used the newspaper to stir up these feelings among Americans. The black abolitionist took a different

approach by rebellion.

In Document 3 it talks about the impact that the abolitionist movement had on America. It talks about universal rights and how they should be embedded in the Constitution. By them doing this it shows the ~~Americans~~' white man's unwillingness to change.

In Conclusion ~~as~~ slavery was abolished and slaves were freed. These Documents show all the work and effort put into this movement. It also shows the ugly side of slavery.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task for the abolitionist movement
- Is primarily descriptive (*abolitionist*: slavery is a very sad and ugly part of our nation's history; James Bradley's life revealed the dark side of what slavery was really like; slaves were tormented with kicks and knocks that sometimes went further; many white abolitionists used the media to show why slavery was so wrong and used newspapers to stir up feelings among Americans; the movement talked about universal rights and how they should be embedded in the Constitution); includes faulty and weak application (*abolitionist*: document 3 shows the white man was unwilling to change)
- Incorporates limited relevant information from documents 1, 2, and 3
- Presents no relevant outside information
- Includes relevant facts, examples, and details (*abolitionist*: differences between white and black abolitionists; black abolitionists, rebellion); includes an inaccuracy (*abolitionist*: *Brown v. Board of Education* made a tremendous impact on the abolitionist movement)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that states slavery was abolished and slaves were free

Conclusion: Overall, the response fits the criteria for Level 2. Documents are correctly linked to each aspect of the task, but concluding summary statements generally offer weak connections to the information presented. The identification of slavery as one of our nation's most serious problems is relevant.

Intro → Movements have brought about economic, Political, and Social changes throughout United States history. Two movements ~~explaining~~ explaining this are The Women's Suffrage Act and The abolitionist movement. These movements are reasonings for changes in United States history because of impacts people put on others.

First Paragraph → The ~~abolitionist~~ abolitionist movement started when Slavery was around. In the 1800's to the 1860's the Cotton Production increased as well as the growth of slavery (Document 1). The increase of cotton is because of the increased number of slaves to produce the cotton. A slave who purchased his freedom was James L. Bradley, (Document 16). James suffered some hardships when he was younger. When James was three ~~years~~ ^{he} was taken away from his family in Africa, then he was brought to Pendleton County, South Carolina where he was beaten by his master Mr. Bradley. (Document 16).

Second Paragraph → The women's Suffrage Act was another great impact on the United States history. In (Document 7) women have contributed to the demand of equality by their mothers generation that had been a leading force in the Great Awakening two decades before the women in Mary McClinton's Kitchen. Another impact

on the history of The United States is the Seneca Falls Declaration of Sentiments. This Declaration stated that ~~if~~ a man marries a woman that the woman is deprived of all rights by the man, and that ~~if~~ a woman doesn't marry that the tax is ~~based~~ on when her property is profitable. (Document 6) Women's rights groups influenced the people by hundreds of campaigns and participations in vigils, parades, hunger strikes and invasion of polling places. (Document 8a).

Throughout United States history, movements have brought about economic, political and social change. These are some to many movements that have changed ~~the~~ the United States history. The women's rights movement and the Abolitionist movement are ~~the~~ two of many that have and will change history.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task for the abolitionist movement and the woman's suffrage movement
- Is descriptive (*abolitionist*: in the 1800s to the 1860s, cotton production increased as well as the growth of slavery; James Bradley purchased his freedom; James Bradley suffered some hardships when he was younger; *woman's suffrage*: their mothers had been a leading force in the Great Awakening two decades before; Declaration of Sentiments states if a man marries a woman, she is deprived of all rights)
- Includes minimal information from documents 1, 7, and 8
- Presents no relevant outside information
- Includes relevant facts, examples, and details (*abolitionist*: James Bradley, taken away from his family, beaten by his master; *woman's suffrage*: hundreds of campaigns; participation in vigils, parades, hunger strikes, invasion of polling places)
- 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. Documents are accurately linked to specific movements; however, information about the abolition movement centers on James Bradley's experiences as a slave. The historical circumstances and methods associated with the woman's suffrage movement are incorrectly identified as impacts. Although the response acknowledges that each movement created change and had an impact, no specifics support either claim.

The United States has gone through many movements during its time. The abolitionist movement and the women's suffrage movement are just two of the many critical times in United States History.

The abolitionist movement was an attempt to gain equal rights for all african americans. during the abolitionist movement there were many peaceful protests and some protests turned violent. According to Howard Zinn one way abolitionists achieved their goals was that they would write articles in newspapers. (doc 2). This movement changed american society forever because it greatly helped gain equal rights for all african americans.

The women's suffrage movement helped gain equal rights for all women. The women's suffrage movement was a ~~hard~~ hard movement to win because the country was in the middle of a war at the time. Women would hold up signs explaining why they need rights and they went on hundreds of campaigns. (doc 8). This movement won equal rights for all women.

During the many events in United States history, the abolitionist movement and the

women's suffrage movement are 2 of the most important happenings in U.S history. This is because they paved the way for other movements for equal rights.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task for the abolitionist movement and the woman's suffrage movement
- Is descriptive (*abolitionist*: movement changed American society forever because it helped gain equal rights for all African Americans); includes weak application (*abolitionist*: the movement was an attempt to gain equal rights for all African Americans; *woman's suffrage*: it was a hard movement to win because the country was in the middle of a war at the time; movement won equal rights for all women)
- Includes minimal information from documents 2 and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*abolitionist*: peaceful protests, some violent; articles in newspapers; *woman's suffrage*: held up signs; hundreds of campaigns)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 1. A few facts selected from two documents demonstrate a limited understanding of the theme. However, the application of equal rights as the goal of each movement is erroneous. In addition, the response also lacks the historical circumstances of both movements.

Throughout American history, social movements have been used as a tool to advocate economic, political, and societal change. Two of the most recognized movements were for abolition and women's rights, in which oppressed groups of Americans fought for equality in the eyes of both the law and the public. Interestingly, abolition and women's rights have been intertwined since the nineteenth century. Abolition worked as a catalyst for the women's movement, yet at the same time, an irritation. Nevertheless, through dedication to their cause and strength over adversity, all of these activists succeeded in changing the United States—some changes continue even today.

Early abolition began with Quakers and many Northern States ended slavery before 1800. Because of the South's heavy dependence on slave labor to expand the cotton industry, 19th century abolitionists faced opposition from plantation owners and those who made their profit in the slave trade—a conflict that would escalate into a Civil War in the 1860s. Slaves wanted to escape the physical abuse of their masters, and some did just that by use of Harriet Tubman's Underground Railroad. White abolitionists, including many women who would become forerunners of the women's rights movement,

helped runaway slaves by hiding them in a path of houses leading to freedom in the North. Freedom fighters of both races in the North published anti-slavery literature such as the Liberator and Freedom's Journal. White abolitionists such as Harriet Beecher Stowe and the Grimke sisters battled slavery with words, whether written in newspapers or spoken at conventions. The African-American opponents of slavery sometimes took a more radical approach: Nat Turner along with others led slave uprisings resulting in the death of slaveholders. The battle turned even bloodier once the Union went to war with the ~~seceded~~^{seceded} Confederacy to reunite the country but in the end, abolitionists triumphed. The 13th, 14th, and 15th amendments were added during Reconstruction, granting freedom and citizenship to blacks and suffrage to blackmen. Of course, it didn't stop racism or segregation, which wouldn't be addressed head-on until the civil rights movement of the 1960s. The abolition movement was still a tremendous accomplishment for African-Americans, however, and Americans became more aware of other violations of human rights—namely, the treatment of women.

After the ~~13th~~ post-civil war ^{15th} amendment failed to mention females, women's rights activists were

outraged and started to rally for ~~the~~ suffrage. Earlier the Seneca Falls Convention of 1848 had increased awareness and drew support from women and some male sympathizers, such as Frederick Douglass, but it wasn't until near the turn of the twentieth century that the movement really picked up speed. Young and older experienced women's rights protestors, and educated females were especially active and led protests complete with banners, at colleges and public places: many were inspired by their own mothers and grandmothers, who were active in the social movements of their own time. Eventually the 21st amendment was passed, giving women the right to vote. Although at the time it wasn't viewed as a significant political change, we can see today that women are as involved in politics and society as men - and we have women's rights leaders like Elizabeth Cady Stanton to thank for a movement that continues to today.

Movements have shaped American history and made our nation what it is today, regardless of how unlikely the success of the protests seemed to be at the time they were happening. The adversity activists faced only made them fight harder, though, and helped give universal rights to men and women, blacks and whites.

Throughout history many people started movements to change some aspect of society. Different people were unhappy with the current state of some laws and policies and wanted them changed. The ~~A~~ abolitionist movement and the woman's suffrage movement are both prime examples of movements ~~thru~~ from history.

The abolitionist movement was started to free the slaves in the South. Slaves were around for many years and once cotton production increased, the amount of slaves increased (Doc 1). The abolitionist believed that slavery should not exist. Many white abolitionist tried to help using the law to get the necessary changes (Doc 2). Many abolitionists assisted by conducting the Underground railroad. The abolitionist movement greatly helped the African Americans and everyone. ~~The~~ This movement helped others recognize universal rights for everyone that should be added to the Constitution (Doc 3).

The woman's suffrage movement was an extremely important movement. Women were denied rights that were given to men, and they especially wanted the right to vote. Many women gathered at Seneca Falls to bring forth their demand for more rights through the drawing up of the Declaration of Sentiments (Doc 7). The Declaration outlined many rights that had been denied to women. Women's rights groups used many methods such as lobbying and mounted many campaigns for their right to vote (Doc 8). Although many ~~pe~~ people didn't listen to their pleas for their denied right. After time the woman's suffrage movement proved to be successful as they gained the right to vote. The movement allowed for

millions of women to vote and some women were even elected into seats of Congress (Doc 9). ~~This movement was~~

Many of these movements had profound impact on the lives of everyone in the U.S. The abolitionists constantly had lectures and meetings attempting to show the people that slavery was wrong. The women's suffrage groups spoke out for their denied rights, their cries reaching every ear of every American. These movements allow for the necessary change ~~in~~ socially and politically.

The United States was the center of the cultural world, meaning that every nationality was in the United States. There were struggles in the US with the rights of minorities & women.

Women have contributed to this country in so many ways before they were treated as equals. Who do you think kept the house clean & healed their husbands wounds. Women were treated like another species but still persevered & got their rights.

Minorities came to this country & no one liked them. No one gave them jobs & no one gave them any service, they just struggled. They also had no rights until they worked hard & earned their spot in America.

In conclusion, the US is a tough place to be when it is foreign to you, but once you are accepted it is the happiest place on Earth. Women & minorities have both experienced this.

Throughout United States History, movements have tried to bring about certain change. Both the abolitionist movement and the labor movement were successful in accomplishing their goals, but both movements resulted in very little immediate change. The abolitionist movement was during the 19th century concerning the ending of slavery while the labor movement, in the late 19th century into the 20th century dealt with abuses of 'Robber Barons' and others during the time.

The United States of America was a country based on freedom but dependent on slavery. In the south, the economy was dependent on slaves, as seen in the relationship of cotton production and growth of slavery graphs. However, the slaves were sometimes brutally abused. Even slaves that had 'Fair' masters experienced extreme hardship. James L. Bradley, a freed slave, says that his master often abused and beat him, one time even knocking him unconscious, showing said hardships. These moral wrongs eventually led to disagreements of the northerners, who did not employ slaves, and the southerners, who were obviously reliant on slaves. These disagreements ultimately led to the emergence of the abolitionist movement and eventually the Civil War. The abolitionists were set on freeing the slaves and outlawing the immoral institute for good. As seen in A People's History of the United States, abolitionists, both black

and white, relied on many different tactics in order to achieve their goals. One such tactic^{was} armed insurrection and John Brown did just this at Harper's Ferry to gain support. Although this tactic was not successful, writers and the political system were. Although, as Wendy McElroy says, thousands of individual blacks were assisted, the movement ultimately succeeded when the 13th amendment was passed; however, it did not provide equality for the African Americans. Jim Crow laws, grandfather clauses, crop lien systems, and legal segregation, as backed by the Plessy v. Ferguson case, all contributed to the continuation of inequality. So although freedom was granted, the freed men continued to fight against discrimination.

The laissez-faireistic government combined with the Industrial Revolution allowed for the creation of Robber Barrons after the Civil War. These business leaders, in a capitalist economy, often sought to better themselves at the expense of workers. For many years factory owners treated workers poorly and allowed the workers to work in horrible conditions as seen in "The Female Workers of Lowell," 1836. This along with childrens employment and other abuses sparked the labor movement with main goals to set laws and regulations protecting workers in the workplace. Workers formed unions, federations, and leagues, including the AFL and KOL, along with strikes in order to fight the business practices such as wage decreases

and company towns. In the end, these strikes and unions led to the adoption of the Fair Labor Standards Act which created public awareness of how workers were abused and protected workers' wages, set overtime pay, and made rules regulating child labor laws. The Wagner Act was passed to make working conditions safer by giving workers the right to collective bargain. After these acts were passed however, some people thought labor might become too powerful and favored cutting back the gains made by workers during the Depression.

Although movements throughout history have constantly been successful in bringing about economic, political, or social change, that change was not immediately drastic and took many more years of fighting in order to finally realize the true goals of the movements.

Throughout history, various groups of people have felt it necessary to establish themselves to fight for a more equal American society. Of this sentiment, the abolitionist and women's suffrage movements arose to fight the evils of society they saw.

The sole reason each movement developed in the United States was due to the historical abuses of each group. The abolitionist movement formed primarily due to the horrible conditions slaves lived in as described in document 1B. The slaves were mistreated. They were physically abused and forced to do work from sunrise to sundown. Slaves were considered lower than humans; they were considered property as legally determined by the Supreme Court case *Dred Scott v. Stanford*. Women had also faced injustices since the colonial period which led to the creation of the women's suffrage movement. Document 2B, an excerpt from the Declaration of Sentiments, lists many wrongs women were faced with. Women faced restrictions over the ownership of property and could not vote like most white men could. Historically women had played important supportive roles during the American Revolution and in reform leadership as mentioned in Document 2A. Women were a large part of the Great Awakening and often were influenced by religion to become social activists. Such ideas like "republican motherhood" gave importance and responsibility to women to morally educate their children, which demonstrated to women, and men, that females could handle further responsibility in society. Thus, both movements found their roots in historical injustices.

Both movements found various techniques to get their goals and the desires of their movement heard and ultimately obtain their goals and change social conditions. Abolitionists often wrote in newspapers such as the "North Star" or started their own, as discussed in Document 2. Frederick Douglass also took to the stand to give speeches in favor of abolition. Angela Grimké and her sister also took part in the movement by making speeches. Sojourner Truth, a freed Black female, often gave speeches and recounted to the audience tales of the many abuses she endured as a slave and as a woman. Elizabeth Cady Stanton and Lucretia Mott, learning from their experiences in the abolitionist movement, used similar practices to obtain their goals. As shown in Documents 8a and 8b, women during the late 19th and early 20th centuries gathered in speeches, public protests, and even hunger strikes to draw attention to the women's suffrage movement. Women had been organizing gatherings such as the Seneca Falls convention in which the Declaration of Sentiments was written even before the Civil War. Extremists, such as Alice Paul and even Susan B. Anthony, took drastic measures, just as some abolitionists had. Paul nearly starved herself while Anthony was arrested for voting illegally. Overall, the groups used many different tactics to obtain their goals.

Once each group obtained the results they had fought long and hard for, society seemed changed with it. The work of abolitionists contributed to the Radical Republican passage of the 13th, 14th, and

15th amendments which freed slaves, allowed former slaves to become citizens, and allowed them to vote. This is the impact the abolitionist movement desired, as discussed in document 3. The country began the long road to writing down universal equality laws. Also, the social change caused problems between two sections of the country. The North supported abolition but Southerners wished to restrict African American rights. Jim Crow laws and "separate but equal" segregation appeared in different sections of the country due to this change. It wasn't until the civil rights movement took hold in the 1960s that equality would become more universal.

The women's suffrage movement received the passage of the 19th Amendment which gave women the right to vote. As mentioned in document 9, more women were then elected to office while not voting in greater numbers than men. Moral issues were addressed by women in political office and as voters. Thanks to these changes, each group of people came closer to achieving much deserved equality.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with little depth by discussing the abolitionist movement and the woman's suffrage movement
- Is more descriptive than analytical (*abolitionist*: it worked as a catalyst for the woman's movement; slaves wanted to escape and some did that by the use of Harriet Tubman's Underground Railroad; white abolitionists included many women who would become forerunners of the women's rights movement; Americans became more aware of other violations of human rights, namely the treatment of women; *woman's suffrage*: after the 15th amendment failed to mention females, women's rights activists were outraged and started to rally for suffrage; the Seneca Falls Convention of 1848 had increased awareness and drew support from women and some male sympathizers; it was not until near the turn of the 20th century that the movement really picked up speed; many women were inspired by their own mothers and grandmothers who were active in the social movements of their own time; although the amendment was not viewed as a significant political change, we can see today that women are as involved in politics and society as men)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*abolitionist*: early abolition began with Quakers and many Northern states ended slavery before 1800; because of the South's heavy dependence on slave labor, 19th-century abolitionists faced opposition from plantation owners and those who had made their profit in the slave trade—a conflict that would escalate into a Civil War; Harriet Beecher Stowe and the Grimke sisters battled slavery with words; Nat Turner along with others led slave uprisings resulting in the death of slaveholders; amendments granted freedom and citizenship to blacks and suffrage to black men; amendments did not stop racism or segregation which would not be addressed head-on until the civil rights movement of the 1960s; *woman's suffrage*: Frederick Douglass sympathized with the movement)
- Includes some relevant facts, examples, and details (*abolitionist*: freedom fighters of both races; antislavery literature, *The Liberator*, *Freedom's Journal*; 13th, 14th, and 15th amendments; *woman's suffrage*: protests, banners at colleges and public places); includes a minor inaccuracy (*woman's suffrage*: the 21st amendment gave women the right to vote)
- Demonstrates a satisfactory plan of organization; includes an introduction that discusses how both movements have been intertwined since the 19th century and a conclusion that is beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Although an attempt is made to show the interconnected nature of the abolitionist and woman's suffrage movements, the development of the woman's suffrage movement is not as thorough as the abolitionist movement. The recognition that both reforms required further efforts after their initial successes is introduced; however, a lack of supporting facts and details weakens the response.

Practice Paper B—Score Level 2

The response:

- Minimally develops all aspects of the task by discussing the abolitionist and the woman's suffrage movement
- Is primarily descriptive (*abolitionist*: slaves were around for many years, and once cotton production increased, the number of slaves increased; abolitionists believed that slavery should not exist; abolitionists had lectures and meetings attempting to show the people that slavery was wrong; *woman's suffrage*: women were denied rights that were given to men; women especially wanted the right to vote; many people did not listen to women's pleas for their denied rights; the movement proved to be successful as they gained the right to vote; some women elected to Congress); includes faulty and weak application (*abolitionist*: the movement greatly helped African Americans and everyone; the movement helped others recognize universal rights for everyone that should be added to the Constitution; *woman's suffrage*: the cries of suffrage groups reached every ear of every American)
- Incorporates limited relevant information from documents 1, 2, 3, 7, 8, and 9
- Presents little relevant outside information (*woman's suffrage*: women's rights groups used many methods such as lobbying)
- Includes relevant facts, examples, and details (*abolitionist*: free the slaves in the South; Underground Railroad; *woman's suffrage*: Seneca Falls; Declaration of Sentiments)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that mentions a method used by each movement

Conclusion: Overall, the response fits the criteria for Level 2. Statements about document information are correctly linked to the task but are presented in isolation with limited explanation. Some accurate conclusions support the discussion of woman's suffrage; however, the impact of the abolition movement lacks specificity.

Practice Paper C—Score Level 0

The response:

Fails to develop the task

Conclusion: Overall, the response fits the criteria for Level 0. A vague recognition that women and minorities were not treated equally and had to work hard to gain rights is not sufficient for any credit.

Practice Paper D—Score Level 3

The response:

- Develops all aspects of the task with little depth by discussing the abolitionist movement and the labor movement
- Is more descriptive than analytical (*abolitionist*: the United States was a country based on freedom but dependent on slavery; the relationship between cotton production and slavery showed that the Southern economy was dependent on slaves; even slaves who had “fair” masters experienced extreme hardship; abolitionists were set on freeing the slaves and outlawing the immoral institute for good; the 13th amendment did not provide equality for African Americans; freedom was granted but the freedmen continued to fight against discrimination; *labor*: business leaders in a capitalist economy often sought to better themselves at the expense of workers; for many years, factory owners treated workers poorly and allowed the workers to work in horrible conditions; children’s employment and other abuses spurred the labor movement’s main goals; after labor legislation was passed, some people thought labor might become too powerful)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates limited relevant outside information (*abolitionist*: John Brown used the tactic of armed insurrection at Harper’s Ferry to gain support; Jim Crow laws, grandfather clauses, crop lien systems, and legal segregation as backed by the *Plessy v. Ferguson* case contributed to the continuation of inequality; *labor*: laissez-faire government combined with the Industrial Revolution allowed for the creation of robber barons; the Wagner Act was passed to make working conditions safer by giving workers the right to collective bargain)
- Includes some relevant facts, examples, and details (*abolitionist*: slaves brutally abused; Civil War; *labor*: unions; federations; leagues; American Federation of Labor; Knights of Labor; strikes; wage decreases; company towns; Fair Labor Standards Act; protected workers’ wages; set overtime pay; made rules regulating child labor; Depression)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that state both movements achieved their goals, but resulted in little immediate change

Conclusion: Overall, the response fits the criteria for Level 3. The response uses broad general statements to discuss the abolitionist movement and the labor movement. Although relevant outside historical references are included for both movements, they often lack explanation.

Practice Paper E—Score Level 4

The response:

- Develops all aspects of the task by discussing the abolitionist movement and the woman's suffrage movement
- Is both descriptive and analytical (*abolitionist*: formed primarily due to the horrible conditions slaves lived in; *woman's suffrage*: historically, women had played important roles during the American Revolution and in reform leadership; roles of women proved they could handle further responsibility in society; more women elected to office)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*abolitionist*: slaves were physically abused and were forced to do work from sunup to sundown; slaves were considered property as legally determined by *Dred Scott v. Sanford*; Frederick Douglass took the stand to give speeches in favor of abolition; Angela Grimke and her sister also made speeches; Sojourner Truth recounted tales of the many abuses she had endured as a slave; their work contributed to Radical Republican passage of the 13th, 14th, and 15th amendments which freed slaves, allowed former slaves to become citizens, and allowed them to vote; the North supported abolition but both Northerners and Southerners wished to restrict the rights of African Americans; Jim Crow laws and "separate but equal" segregation appeared in different sections of the country; it was not until the civil rights movement that equality would become more universal; *woman's suffrage*: women were often influenced by religion to become social activists; ideas such as "republican motherhood" gave importance and responsibility to women to morally educate their children; Elizabeth Cady Stanton and Lucretia Mott learned from their experiences in the abolitionist movement and used similar tactics in the suffrage movement; Alice Paul nearly starved herself and Susan B. Anthony was arrested while voting illegally; the passage of the 19th amendment gave women the right to vote; moral issues were addressed by women in political office and as voters)
- Supports the theme with relevant facts, examples, and details (*abolitionist*: slaves; newspapers; *The North Star*; *woman's suffrage*: injustices since the colonial period; restrictions over ownership of property; Great Awakening; parades; public protests; hunger strikes; Seneca Falls Convention; Declaration of Sentiments)
- Demonstrates a logical and clear plan of organization; includes an introduction that states both movements arose to fight the evils of society and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 4. The organizational approach to the task lends itself to a comparative discussion that demonstrates a good historical understanding of both movements. Although the critical appraisal of the impact of the abolitionist movement is thoughtful, the impact of the woman's suffrage movement is primarily centered on document interpretation.

United States History and Government Specifications

June 2012

Part I Multiple-Choice Questions by Standard

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

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	Reform Movements; Economic Systems; Constitutional Principles; Civic Values	Standards 1, 3, 4, and 5: United States and New York History; Geography; Economics; Civics, Citizenship, and Government

Notes:

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

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

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

Submitting Teacher Evaluations of the Test to the Department

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

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

The State Education Department / The University of the State of New York
Regents Examination in United States History and Government – June 2012

Chart for Converting Total Test Raw Scores to Final Examination Scores (Scale Scores)

To determine the student's final score, locate the student's total essay score across the top of the chart and the total Part I and Part IIIA score down the side of the chart. The point where those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 6 and a total Part I and Part IIIA score of 45 would receive a final examination score of 81.

		Total Essay Score										
Total Part I and Part IIIA Score		0	1	2	3	4	5	6	7	8	9	10
	0	0	2	5	8	12	15	19	23	27	31	36
	1	1	3	6	9	13	16	20	24	28	33	37
	2	2	4	7	11	14	18	22	26	30	34	38
	3	2	5	8	12	15	19	23	27	31	36	40
	4	3	6	9	13	16	20	24	28	33	37	41
	5	4	7	11	14	18	22	26	30	34	38	43
	6	5	8	12	15	19	23	27	31	36	40	44
	7	6	9	13	16	20	24	28	33	37	41	46
	8	7	11	14	18	22	26	30	34	38	43	47
	9	8	12	15	19	23	27	31	36	40	44	49
	10	9	13	16	20	24	28	33	37	41	46	50
	11	11	14	18	22	26	30	34	38	43	47	52
	12	12	15	19	23	27	31	36	40	44	49	53
	13	13	16	20	24	28	33	37	41	46	50	54
	14	14	18	22	26	30	34	38	43	47	52	56
	15	15	19	23	27	31	36	40	44	49	53	57
	16	16	20	24	28	33	37	41	46	50	54	59
	17	18	22	26	30	34	38	43	47	52	56	60
	18	19	23	27	31	36	40	44	49	53	57	62
	19	20	24	28	33	37	41	46	50	54	59	63
	20	22	26	30	34	38	43	47	52	56	60	65
	21	23	27	31	36	40	44	49	53	57	62	66
	22	24	28	33	37	41	46	50	54	59	63	67
	23	26	30	34	38	43	47	52	56	60	65	68
	24	27	31	36	40	44	49	53	57	62	66	70
	25	28	33	37	41	46	50	54	59	63	67	71
	26	30	34	38	43	47	52	56	60	65	68	72
	27	31	36	40	44	49	53	57	62	66	70	74
	28	33	37	41	46	50	54	59	63	67	71	75
	29	34	38	43	47	52	56	60	65	68	72	76
	30	36	40	44	49	53	57	62	66	70	74	77
	31	37	41	46	50	54	59	63	67	71	75	79
	32	38	43	47	52	56	60	65	68	72	76	80

		Total Essay Score										
Total Part I and Part IIIA Score		0	1	2	3	4	5	6	7	8	9	10
	33	40	44	49	53	57	62	66	70	74	77	81
	34	41	46	50	54	59	63	67	71	75	79	82
	35	43	47	52	56	60	65	68	72	76	80	83
	36	44	49	53	57	62	66	70	74	77	81	84
	37	46	50	54	59	63	67	71	75	79	82	85
	38	47	52	56	60	65	68	72	76	80	83	86
	39	49	53	57	62	66	70	74	77	81	84	87
	40	50	54	59	63	67	71	75	79	82	85	88
	41	52	56	60	65	68	72	76	80	83	86	89
	42	53	57	62	66	70	74	77	81	84	87	90
	43	54	59	63	67	71	75	79	82	85	88	91
	44	56	60	65	68	72	76	80	83	86	89	92
	45	57	62	66	70	74	77	81	84	87	90	93
	46	59	63	67	71	75	79	82	85	88	91	94
	47	60	65	68	72	76	80	83	86	89	92	95
	48	62	66	70	74	77	81	84	87	90	93	96
	49	63	67	71	75	79	82	85	88	91	94	97
	50	65	68	72	76	80	83	86	89	92	95	97
	51	66	70	74	77	81	84	87	90	93	96	98
	52	67	71	75	79	82	85	88	91	94	97	98
	53	68	72	76	80	83	86	89	92	95	97	98
	54	70	74	77	81	84	87	90	93	96	98	98
	55	71	75	79	82	85	88	91	94	97	98	98
	56	72	76	80	83	86	89	92	95	97	98	99
	57	74	77	81	84	87	90	93	96	98	98	99
	58	75	79	82	85	88	91	94	97	98	98	99
	59	76	80	83	86	89	92	95	97	98	99	99
	60	77	81	84	87	90	93	96	98	98	99	99
	61	79	82	85	88	91	94	97	98	98	99	99
	62	80	83	86	89	92	95	97	98	99	99	99
	63	81	84	87	90	93	96	98	98	99	99	99
	64	82	85	88	91	94	97	98	98	99	99	100