

REGENTS IN U.S. HISTORY AND GOVERNMENT

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Tuesday, June 20, 2006 — 1:15 to 4:15 p.m., only

Student Name _____

School Name _____

Print your name and the name of your school on the lines above. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now print your name and the name of your school 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.

Part I contains 50 multiple-choice questions. Record your answers to these questions on the separate 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. Each document is followed by one or more questions. In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

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 statement printed on the Part I 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 IN U.S. HISTORY AND GOVERNMENT

Part I

Answer all questions in this part.

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

- 1 Acquiring New Orleans as part of the Louisiana Purchase was considered important to the development of the Mississippi and Ohio River valleys because the city
 - (1) provided protection from attacks by the Spanish
 - (2) provided migrant workers for river valley farms
 - (3) served as a port for American agricultural goods
 - (4) served as the cultural center for the nation
- 2 During the colonial period, the British Parliament used the policy of mercantilism to
 - (1) limit manufacturing in America
 - (2) prevent criticism of royal policies
 - (3) deny representation to the colonists
 - (4) force colonists to worship in the Anglican Church
- 3 The Mayflower Compact and the Virginia House of Burgesses are examples of
 - (1) equal opportunities for women during the colonial period
 - (2) steps toward representative government
 - (3) economic agreements between the colonists and Native American Indians
 - (4) limitations placed on colonial Americans by the British government
- 4 One similarity between the Declaration of Independence and the Bill of Rights is that both documents
 - (1) provide for a government with three separate branches
 - (2) discuss colonial grievances against the monarchy
 - (3) stress the importance of individual liberty
 - (4) criticize the practice of slavery

- 5 Which heading best completes the partial outline below?

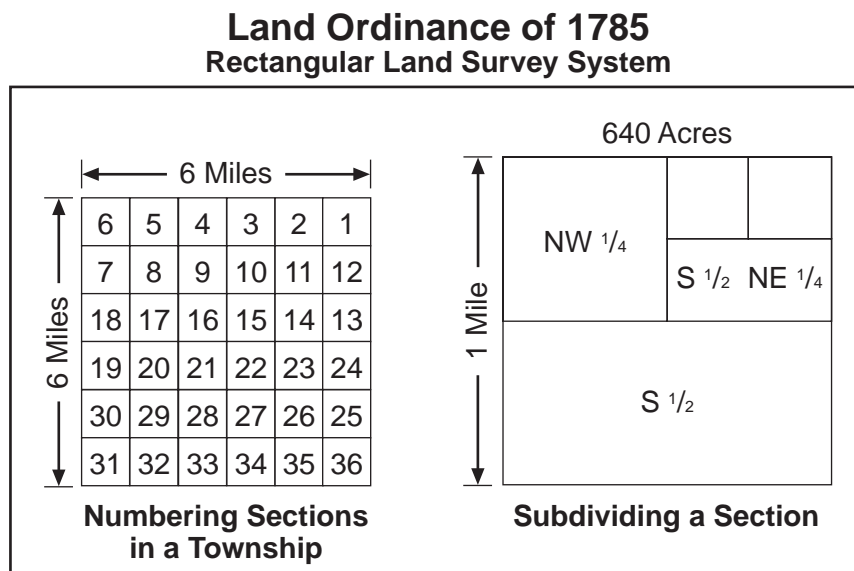
- | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| I. _____ <ol style="list-style-type: none">A. RepresentationB. Slave tradeC. TaxationD. Election of the president |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|

- (1) Causes of the Revolutionary War
 - (2) Provisions of the Treaty of Paris, 1783
 - (3) Protections under the 10th Amendment
 - (4) Compromises at the Constitutional Convention
- 6 French Enlightenment philosopher Baron De Montesquieu praised the British political system because it divided the power of government between the monarch and the two houses of Parliament.

Which principle included in the United States Constitution shows that the framers agreed with Montesquieu?

 - (1) separation of powers
 - (2) federal supremacy
 - (3) implied powers
 - (4) due process
- 7 Which headline illustrates the use of judicial review?
 - (1) **“Congress Passes a Civil Rights Bill”**
 - (2) **“Conference Committee Meets to Finalize Budget”**
 - (3) **“New York State’s Reapportionment Plan Ruled Unconstitutional”**
 - (4) **“President Signs SALT Agreement with Russia”**

Base your answer to question 8 on the diagram below and on your knowledge of social studies.



Source: Edgar B. Wesley, *Our United States: Its History in Maps*,
Denoyer-Geppert (adapted)

- 8 The system shown in the diagram was developed under the Articles of Confederation in order to
- (1) divide lands seized from the Loyalists
 - (2) provide an orderly system of development for the Northwest Territory
 - (3) remove Native American Indians to areas west of the Appalachian Mountains
 - (4) extend slavery as the nation grew

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>9 Which statement is an example of the system of federalism?</p> <ol style="list-style-type: none"> (1) Cabinet members are appointed by the president. (2) Revenue bills must begin in the House of Representatives. (3) The national government coins money, but states cannot. (4) The president can negotiate treaties, but the Senate has the power to ratify them. | <p>11 One major reason that Alexander Hamilton proposed a national bank was to</p> <ol style="list-style-type: none"> (1) improve the economic position of the United States government (2) help state governments collect taxes (3) make loans available to owners of small farms (4) reduce foreign investment in the United States |
| <p>10 The first amendment of the Constitution deals primarily with</p> <ol style="list-style-type: none"> (1) states' rights (2) property rights (3) rights of the accused (4) rights of self-expression | <p>12 During the presidency of Andrew Jackson, the spoils system resulted in</p> <ol style="list-style-type: none"> (1) federal laws being nullified by the states (2) elected officials rewarding their supporters with government jobs (3) all free males being given the right to vote (4) the end of political corruption in the federal government |

- 13 The Seneca Falls Convention of 1848 was mainly concerned with
- (1) ending slavery in all the states
 - (2) reducing consumption of alcoholic beverages
 - (3) improving treatment of the mentally ill
 - (4) expanding women's rights
- 14 The North's rapid economic growth during the Civil War was stimulated by
- (1) the elimination of taxes on defense industries
 - (2) a reduction in the number of immigrants
 - (3) increased government demand for many products
 - (4) enslaved persons filling industrial jobs
- 15 Constitutional amendments adopted during Reconstruction were intended to
- (1) provide legal and political rights for African Americans
 - (2) end property and religious qualifications for voting
 - (3) correct problems with the electoral college system
 - (4) limit the number of terms of the president
- 16 "The growth of a large business is merely survival of the fittest. The American beauty rose can be produced in the splendor and fragrance which bring cheer to its beholder only by sacrificing the early buds which grow up around it. This is not an evil tendency in business. It is merely the working out of a law of nature and a law of God. . . ."
- John D. Rockefeller, Jr.
- Which concept is described by this passage?
- (1) communism
 - (2) Populism
 - (3) utopian socialism
 - (4) Social Darwinism
- 17 In the South, the passage of Jim Crow laws in the 1870s and 1880s led directly to the
- (1) racial integration of public schools
 - (2) decline of the Democratic party
 - (3) organization of the Ku Klux Klan
 - (4) segregation of public facilities
- 18 The growth of big business in the late 1800s resulted in
- (1) a reduction in child labor
 - (2) the elimination of the middle class
 - (3) the widening of the economic gap between rich and poor
 - (4) a shift in transportation investment from railroads to canals
- 19 In the late 19th century, Congress tried to limit the power of monopolies by
- (1) creating the Federal Trade Commission
 - (2) strengthening the Supreme Court
 - (3) adopting Granger laws
 - (4) passing the Sherman Antitrust Act
- 20 The main reason the United States implemented the Open Door policy in China was to
- (1) promote immigration
 - (2) expand democratic reforms
 - (3) encourage religious freedom
 - (4) guarantee access to markets
- 21 Which United States policy is most closely associated with the annexation of Hawaii and the Philippines?
- (1) neutrality
 - (2) isolationism
 - (3) imperialism
 - (4) international cooperation
- 22 In 1906, the publication of *The Jungle*, written by Upton Sinclair, led Congress to
- (1) enact stronger prohibition laws
 - (2) support the national conservation movement
 - (3) establish a system for meat inspection
 - (4) legalize strikes and boycotts by labor unions
- 23 The Supreme Court decision in *Schenck v. United States* (1919) stated that
- (1) immigrants have limited rights
 - (2) freedom of speech is not absolute
 - (3) rights of the accused may not be limited
 - (4) women should be granted suffrage

- 24 Progressive Era reforms such as the initiative, referendum, and recall attempted to
- (1) increase the power of citizens in state and local government
 - (2) reestablish the system of checks and balances
 - (3) provide low-interest loans to farmers
 - (4) expand voting rights to Native Americans
- 25 What were two basic causes of the Dust Bowl during the early 1930s?
- (1) strip mining and toxic waste dumping
 - (2) overfarming and severe drought
 - (3) clear-cutting of forests and construction of railroads
 - (4) overpopulation and urban sprawl
- 26 Which economic factor was a major cause of the Great Depression?
- (1) purchase of stocks on credit
 - (2) increases in taxes on business
 - (3) reduction of tariffs on imports
 - (4) failure to produce enough consumer goods
- 27 During President Franklin D. Roosevelt's administration, the Federal Deposit Insurance Corporation (FDIC) and the Securities and Exchange Commission (SEC) were created as a way to
- (1) provide jobs to those who were unemployed
 - (2) raise revenue for relief and recovery programs
 - (3) limit risks associated with savings and investments
 - (4) implement the new income tax amendment
- 28 **"Arms Sales to Warring Nations Banned"**
"Americans Forbidden to Travel on Ships of Warring Nations"
"Loans to Nations at War Forbidden"
"War Materials Sold Only on Cash-and-Carry Basis"
- These headlines from the 1930s reflect the efforts of the United States to
- (1) maintain freedom of the seas
 - (2) send military supplies to the League of Nations
 - (3) limit the spread of international communism
 - (4) avoid participation in European wars
- 29 A main purpose of government-ordered rationing during World War II was to
- (1) increase foreign trade
 - (2) limit the growth of industry
 - (3) conserve raw materials for the war effort
 - (4) encourage women to enter the workforce
- 30 "... The Director of the War Relocation Authority is authorized and directed to formulate and effectuate [implement] a program for the removal, from the areas designated from time to time by the Secretary of War or appropriate military commander under the authority of Executive Order No. 9066 of February 19, 1942, of the persons or classes of persons designated under such Executive Order, and for their relocation, maintenance, and supervision. . . ."
- Executive Order 9102, March 18, 1942
- Shortly after this executive order was signed, federal government authorities began to
- (1) move Japanese Americans to internment camps
 - (2) deport German and Italian aliens
 - (3) detain and interrogate Chinese immigrants
 - (4) arrest the individuals who planned the attack on Pearl Harbor
- 31 In 1957, President Dwight D. Eisenhower sent federal troops to Little Rock, Arkansas, to
- (1) protect civil rights marchers
 - (2) help African Americans register to vote
 - (3) enforce a Supreme Court decision to desegregate public schools
 - (4) end race riots resulting from a bus boycott
- 32 **"Batista Driven from Power"**
"Bay of Pigs Invasion Fails"
"U-2 Planes Reveal Soviet Missiles"
- These headlines refer to the relationship between the United States and
- (1) Canada
 - (2) Cuba
 - (3) Mexico
 - (4) Panama

Base your answer to question 33 on the photograph below and on your knowledge of social studies.



Source: James K. Martin et al.,
America and Its Peoples, 3rd edition,
Addison Wesley Longman

- 33 The protestors in the photograph are expressing their hatred for
- | | |
|----------------|---------------------|
| (1) fascists | (3) immigrants |
| (2) communists | (4) police officers |
-
- 34 One reason for the creation of the Peace Corps by President John F. Kennedy was to
- (1) stop the spread of AIDS in Africa and Asia
 - (2) gain control of territory in Latin America
 - (3) provide workers for industrial nations
 - (4) give support to developing nations
- 35 A major goal of President Lyndon Johnson's Great Society program was to
- (1) control economic inflation
 - (2) end poverty in the United States
 - (3) repeal several New Deal social programs
 - (4) return responsibility for welfare programs to the states

Base your answer to question 36 on the cartoon below and on your knowledge of social studies.

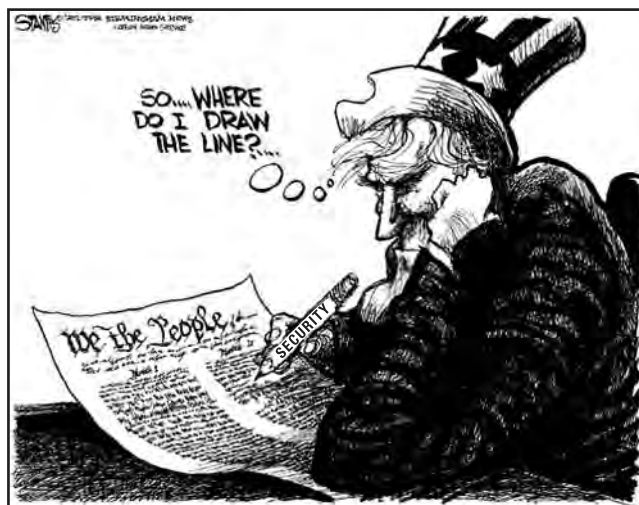


Source: Herblock, *The Washington Post*, June 18, 1963

- 36 The cartoonist is commenting on public reaction to the Supreme Court decision that
- (1) restricted attendance in churches
 - (2) mandated home-based prayer
 - (3) declared school-sponsored prayer unconstitutional
 - (4) banned public observance of religious holidays
-
- 37 In *Gideon v. Wainwright* (1963) and *Miranda v. Arizona* (1966), the Supreme Court ruled that persons convicted of crimes had been
- (1) denied due process of law
 - (2) denied a speedy and public trial
 - (3) victimized by illegal search and seizure
 - (4) sentenced to cruel and unusual punishment

- 38 The main goal of President Richard Nixon's foreign policy of détente was to
- (1) assure American victory in Vietnam
 - (2) resolve conflicts in the Middle East
 - (3) abolish the North Atlantic Treaty Organization (NATO)
 - (4) improve relations with the Soviet Union
- 39 The Equal Pay Act, the Title IX education amendment, and the proposed Equal Rights amendment (ERA) were primarily efforts to improve the status of
- (1) African Americans
 - (2) Native American Indians
 - (3) migrant workers
 - (4) women
- 40 A major policy of President Ronald Reagan's administration was to
- (1) reduce defense spending
 - (2) lower federal income tax rates
 - (3) end desegregation of public facilities
 - (4) promote regulation of small businesses
- 41 The North American Free Trade Agreement (NAFTA) and the General Agreement on Trade and Tariffs (GATT) have encouraged countries to
- (1) participate in the global economy
 - (2) create a uniform international currency
 - (3) accept similar wage and price controls
 - (4) regulate multinational corporations
- 42 **"Influence of Political Action Committees Continues to Rise"**
"Republicans and Democrats Spend over \$100 Million in 2000 Presidential Election"
"Senate Passes Campaign Finance Reform Act"
- What is the central issue of these headlines?
- (1) Republicans and Democrats spend equal amounts of money.
 - (2) American citizens pay high taxes to support presidential campaigns.
 - (3) Money has a strong impact on the American political process.
 - (4) Candidates spend much of their own money on political campaigns.

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

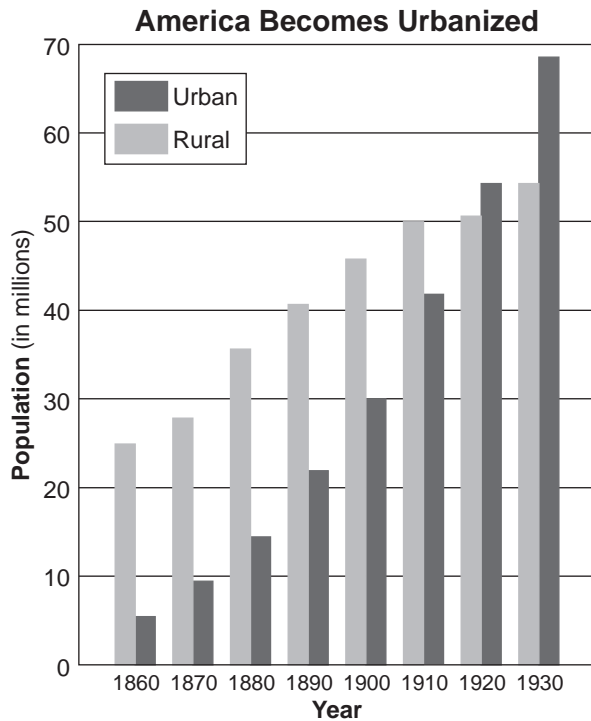


Source: Scott Stantis, *The Birmingham News*, June 27, 2002
(adapted)

- 43 Which issue is the central focus of this cartoon drawn after September 11, 2001?
- (1) Is there a need to give up some civil liberties to protect the nation?
 - (2) Should the United States reduce oil imports from the Middle East?
 - (3) Does the United States need fewer limits on immigration?
 - (4) Should the United States abandon the Constitution?
-
- 44 Which heading best completes the partial outline below?
- I. _____

 - A. Nullification crisis
 - B. Kansas-Nebraska Act
 - C. *Dred Scott v. Sanford*
 - D. Election of Lincoln (1860)
- (1) Foreign Policies of the United States
 - (2) Government Policies Toward Native American Indians
 - (3) Consequences of Manifest Destiny
 - (4) Causes of Sectional Conflict

Base your answers to questions 45 and 46 on the graphs below and on your knowledge of social studies.



45 According to the graph, which was the first year in which more Americans lived in urban areas than in rural areas?

- | | |
|----------|----------|
| (1) 1860 | (3) 1920 |
| (2) 1890 | (4) 1930 |

46 What was a major cause of the trend shown in the chart?

- (1) availability of cheap farmland
- (2) increased industrialization
- (3) end of restrictions on immigration
- (4) completion of the interstate highway system

47 What common problem did farmers of the 1890s and farmers of the 1920s face?

- (1) failure to plant enough crops to meet local needs
- (2) government overregulation of farming
- (3) low tariffs on crops
- (4) overproduction compared to consumer demand

48 The Panamanian revolt, the Russo-Japanese war, and the creation of the national parks system occurred during the presidency of

- (1) William McKinley
- (2) Woodrow Wilson
- (3) Herbert Hoover
- (4) Theodore Roosevelt

49 • Teapot Dome Scandal
• Harlem Renaissance
• Scopes trial

During which decade did these events occur?

- | | |
|-----------|-----------|
| (1) 1920s | (3) 1940s |
| (2) 1930s | (4) 1950s |

50 One similarity in the presidential administrations of Abraham Lincoln, Franklin D. Roosevelt, and Lyndon Johnson is that each

- (1) maintained a foreign policy of neutrality
- (2) expanded the power of the presidency
- (3) removed Supreme Court Justices from office
- (4) decreased the size of the military

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

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

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

Part II

THEMATIC ESSAY QUESTION

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

Theme: Change — Turning Points

Major historical events are often referred to as turning points because they have led to important political, social, and economic changes.

Task:

Identify **two** major events in United States history that were important turning points and for **each**:

- Describe the historical circumstances that led to the event
- Discuss the political, social, **and/or** economic changes that resulted from the event.

You may use any major event from your study of United States history. Some suggestions you might wish to consider include the signing of the Declaration of Independence (1776), end of Reconstruction (1877), Henry Ford’s use of the assembly line (1913), United States entry into World War I (1917), *Brown v. Board of Education of Topeka* (1954), passage of the Gulf of Tonkin Resolution (1964), and the fall of the Berlin Wall (1989).

You are *not* limited to these suggestions.

Guidelines

In your essay, be sure to

- Develop all aspects of the task
- Support the theme with many 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, be sure to keep this general definition in mind:

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

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of the documents have been edited for the purposes of the 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:

Since 1900, the mass media (newspapers, books, magazines, posters, photographs, newsreels, radio, films, and television) have had a significant influence on United States history and on American society.

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

- Discuss the role that the mass media has played in influencing United States history ***and/or*** American society since 1900. Use historical examples to support your discussion.

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

. . . Meanwhile, radio network officials had agreed that the announcer of the presidential broadcast would be Robert Trout of the Columbia Broadcasting System's Washington station, whose manager was Harry C. Butcher. Two introductions were prepared; a formal one by Trout; a folksy one by Butcher. Both were submitted for review in the White House, whence word came promptly back that Roosevelt much preferred the folksy one. So it was that, at ten o'clock in the evening of March 12, Bob Trout's mellow voice told some 60 million people, seated before nearly 20 million radios, that "the President wants to come into your home and sit at your fireside for a little fireside chat."

And Roosevelt did so.

Riding his richly resonant tenor voice, he came as a smiling and reassuringly confident visitor into nearly 20 million homes to tell his friends there—a Buffalo shipping clerk, an elderly widow in Des Moines, a wheat farmer on the High Plains, a gas station operator in Birmingham, a secretary-typist in Memphis, an Oregon lumberman, a Chicago factory worker, a Kansas college professor, each in his or her own dwelling place—that they need have no fear. Everything that had gone wrong was being fixed up, and in a way that would keep things from going wrong again. . . .

Source: Kenneth S. Davis, *FDR: The New Deal Years, 1933–1937*, Random House, 1986 (adapted)

1a According to this document, how did President Franklin Delano Roosevelt use the fireside chats on the radio to influence the American people during the Depression? [1]

Score

Document 1B

. . . As a result we start tomorrow, Monday, with the opening of banks in the twelve Federal Reserve Bank cities — those banks which on first examination by the Treasury have already been found to be all right. This will be followed on Tuesday by the resumption of all their functions by banks already found to be sound in cities where there are recognized clearinghouses. That means about 250 cities of the United States. . . .

Source: Franklin D. Roosevelt, Fireside Chat, March 12, 1933

1b According to this document, what did the people learn about the banks during this fireside chat? [1]

Score

Document 2

Veteran radio reporter, Robert Trout, speaking about radio news programs in the 1930s:

. . . It was a standard evening ritual in houses: people would gather round these rather large radio sets when the news came on, and nobody would talk very much until it was over. They listened to H. V. Kaltenborn bringing them coverage of the Spanish Civil War with the crackle of the rifles in the distance, and certainly nobody had ever heard real gunfire on the air before. Radio was bringing things right into people's homes, and it was beginning to affect the way people felt about what was going on in the world. So when something important happened in Europe, the country was prepared to listen. Americans had always been somewhat interested in Europe's affairs, but they just didn't feel that they were intimately affected by them. Now they were fascinated.

When Hitler annexed Austria, we did a full half hour of reports from Europe, with correspondents in Paris, Berlin, Washington, and London, and me in New York, acting as what would now be called an anchorman. Then in 1939 came the Czech crisis, which was a major radio event, and the country was enthralled by it all. They listened as much as they possibly could. We just took over the radio, doing minute-by-minute coverage, monopolizing the attention of the country. It was a great novelty then to be able to hear somebody like Hitler speaking, or to hear Neville Chamberlain coming back from Munich and waving the paper and saying, "This means peace in our time." To hear his actual words was amazing.

It's no exaggeration to say that radio brought the whole country together, all at the same instant, everyone listening to the same things. And the country liked being tied together that way. In the morning people would say, "Did you hear that last night? Did you hear Hitler speaking again? What was he talking about? Did you hear them all cheering, 'sieg heil'? What did you think?" It was on the tip of everybody's tongue. People didn't quite see, just yet, exactly how all these things overseas were ever going to intimately affect their daily lives. But it was the greatest show they'd ever been offered. . . .

Source: Peter Jennings and Todd Brewster, *The Century*, Doubleday, 1998

2 Based on this description by Robert Trout, state **two** impacts that radio had on Americans in the 1930s. [2]

(1) _____

Score

(2) _____

Score

Document 3



Source: U. S. Army, Adolph Treidler, artist, 1943

3 What was **one** purpose of this World War II poster? [1]

Score

Document 4

Neal Shine, a reporter for *The Detroit Free Press*, writing of the newsreels shown in theaters during World War II:

. . . We watched the newsreels, the Hollywood version of World War II, with scenes from the battlefields where we were always winning. There was a lot of censorship, as we found out in later years, because nobody wanted anybody to know how bad it really was. If there were any dead bodies, they were Japanese bodies. But Hollywood's version of the war suited us kids just fine. We fought that war in the East End Theater, the Plaza Theater, and the Lakewood Theater. We were on Guadalcanal, we were in *Thirty Seconds Over Tokyo*, we were carried away to these places. I remember something called *The Boy from Stalingrad*, an absolutely hyped propaganda film about a kid who stopped the entire German army by himself. We identified with him because he was a kid and we were kids, and we damned well would do what he did if we had to. If the Germans ever ended up on the east side of Detroit, we would draw the line somewhere around Market Street and defend our territory, just like the boy from Stalingrad. . . .

Source: Peter Jennings and Todd Brewster, *The Century*, Doubleday, 1998

4 According to Neal Shine, what impact did newsreels and movies have on children during World War II? [1]

Score

Document 5

. . . Senator Joseph R. McCarthy, of Wisconsin, could not play upon the human emotions with the same skill as his friend, Richard Nixon. The trail that he [McCarthy] left on the face of my country will not soon fade, and there may be others who will try to follow in his footsteps. His weapon was fear. He was a politically unsophisticated man with a flair for publicity; and he was powerfully aided by the silence of timid men who feared to be the subject of his unfounded accusations. He polluted the channels of communication, and every radio and television network, every newspaper and magazine publisher who did not speak out against him, contributed to his evil work and must share part of the responsibility for what he did, not only to our fellow citizens but to our self-respect. He was in a real sense the creature of the mass media. They made him. They gave nation-wide circulation to his mouthings [opinions]. They defended their actions on the grounds that what he said was news, when they knew he lied. His initial appearances on television were in the role of a man whose sole desire was to oust communists from government and all responsible positions. That was his announced objective. The overwhelming majority of people undoubtedly sympathized with him. It has been said repeatedly that television caused his downfall. This is not precisely true. His prolonged exposure [on television] during the so-called Army-McCarthy Hearings, certainly did something to diminish [reduce] his stature. He became something of a bore. But his downfall really stemmed from the fact that he broke the rules of the club, the United States Senate, when he began attacking the integrity, the loyalty of fellow Senators, he was censured by that body, and was finished. The timidity of television in dealing with this man when he was spreading fear throughout the land, is not something to which this art of communication can ever point with pride, nor should it be allowed to forget it. . . .

Source: Edward R. Murrow, Guildhall Speech, London, 1959; Edward R. Murrow Papers

5 According to Edward R. Murrow, why was Joseph McCarthy a “creature of the mass media”? [1]

Score

Document 6

... To keep things moving, Hewitt asked Kennedy: “Do you want makeup?” Kennedy had been campaigning in California and looked tanned, incredibly vigorous, and in full bloom. He promptly said, “No!” Nixon looked pale. He had made a vow to campaign in all fifty states and had been trying to carry it out. Besides, he had had a brief illness and has lost a few pounds; his collar looked loose around his neck. But after Kennedy’s “no” he replied with an equally firm “no.” Later his advisors, worried about his appearance, applied some Lazy-Shave, a product recommended for “five-o’clock shadow.”

The first debate was disastrous for Nixon. This had little to do with what was said, which on both sides consisted of almost ritualized [typical] campaign ploys and slogans. What television audiences noted chiefly was the air of confidence, the nimbleness of mind that exuded [came] from the young Kennedy. It emerged not only from crisp statements emphasized by sparse gestures, but also from glimpses of Kennedy not talking. Don Hewitt used occasional “reaction shots” showing each candidate listening to the other. A glimpse of the listening Kennedy showed him attentive, alert, with a suggestion of a smile on his lips. A Nixon glimpse showed him haggard; the lines on his face seemed like gashes and gave a fearful look. Toward the end, perspiration streaked the Lazy-Shave.

Edward A. (“Ted”) Rogers, principal television adviser to Nixon, protested the reaction shots. But Hewitt said they were a normal television technique and that viewers would feel cheated without them. Such elements may have played a decisive part in the Nixon catastrophe. Among those who heard the first debate on radio, Nixon apparently held his own. Only on television had he seemed to lose. . . .

Source: Erik Barnouw, *Tube of Plenty*, Oxford University Press, 1975

- 6 According to this document, how did John F. Kennedy benefit from his first televised campaign debate with Richard Nixon in 1960? [1]

Score

Document 7

Martin Luther King, Jr., went to Birmingham in January 1963 to lead a campaign against segregation in public facilities, but his efforts there soon became a struggle against Jim Crow in all its insidious guises [subtle appearances]. In April King was arrested and jailed; on his release he and his aides began training children in techniques of nonviolent protest and sending them forth in orderly groups to be arrested. The strategy filled the city's jails with young blacks and provoked the city's pugnacious [combative] police commissioner, Bull Connor, into bringing police dogs and fire hoses into the fray. Charles Moore was there taking pictures for *Life* [magazine], and his unforgettable images of jets of water blasting demonstrators and of police dogs tearing into crowds helped put public opinion solidly behind the civil rights movement. Seldom, if ever, has a set of photographs had such an immediate impact on the course of history.

Source: Michael S. Durham, *Powerful Days: The Civil Rights Photography of Charles Moore, Stewart, Tabori, and Chang*

- 7 According to Michael S. Durham, how did photographs influence attitudes about the civil rights movement? [1]

Score

Document 8

. . . A decade later, Vietnam was a different story. As journalist Arthur Lubow reminds us, "it was not a declared war and therefore the president could not impose military censorship." Also, it was the first war fought on television. In his book about American war correspondents, *Under Fire*, M. L. Stein sums up what that meant: "Television reporters and photographers brought the war in Vietnam home. . . . Night after night, in the comfort of their living rooms, Americans witnessed the agony of the wounded and dying, the physical destruction, and the unremitting brutality of war. There were complaints, some from the Pentagon, . . . [of] a distorted picture of the conflict. . . ."

Source: Ted Gottfried, *The American Media*, Grolier Publishing, 1997 (adapted)

- 8 According to this passage, how did television influence public opinion during the Vietnam War? [1]

Score

Part B

Essay

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

Historical Context:

Since 1900, the mass media (newspapers, books, magazines, posters, photographs, newsreels, radio, films, and television) have had a significant influence on United States history and on American society.

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

- Discuss the role that the mass media has played in influencing United States history *and/or* American society since 1900. Use historical examples to support your discussion.

Guidelines:

In your essay, be sure to

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

Tear Here

Tear Here

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY
AND GOVERNMENT

Tuesday, June 20, 2006 — 1:15 to 4:15 p.m., only

ANSWER SHEET

Student Sex: ☐ Male
☐ Female

Teacher

School

Write your answers for Part I on this answer sheet, write your answers to Part III A in the test booklet, and write your answers for Parts II and III B in the separate essay booklet.

FOR TEACHER USE ONLY

Part I Score _____

Part III A Score _____

Total Part I and III A Score

Part II Essay Score _____

Part III B Essay Score _____

Total Essay Score

Final Score
(obtained from conversion chart)

Part I

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

No.
Right

The declaration below should be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Signature

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Tuesday, June 20, 2006 — 1:15 to 4:15 p.m., only

SCORING KEY AND RATING GUIDE

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 <http://www.emsc.nysed.gov/osa/> and select the link "Examination Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and at least one more time before the final scores for the examination are recorded.

Contents of the Rating Guide

For both **Part II** (thematic) and **Part III B** (DBQ) essays:

- 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

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

- A question-specific rubric

Mechanics of Rating

The following procedures 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 Administering and Scoring Regents Examinations in Global History and United States History and Government*.

United States History and Government

June 20, 2006

Part I

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

Cut Here

Cut Here

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THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

Scoring the Part I Multiple-Choice Questions

On the detachable answer sheet, indicate by means of a checkmark each incorrect or omitted answer to multiple-choice questions; do not place a checkmark beside a correct answer. Use only red ink or red pencil. In the box provided on the answer sheet, record the number of questions the student answered correctly in Part I.

Rating the Essay Questions

- (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 need only be scored by one rater.
- (3) The scores for each scaffold question may be recorded in the student's examination booklet.

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 chart located at the end of these scoring materials must be used for determining the final examination score.

United States History and Government
Content-Specific Rubric
Thematic Essay
June 2006

Theme: Change — Turning Points

Major historical events are often referred to as turning points because they have led to important political, social, and economic changes.

Task: Identify *two* major events in United States history that were important turning points and for *each*

- Describe the historical circumstances that led to the event
- Discuss the political, social, *and/or* economic changes that resulted from the event.

You may use any major event from your study of United States history. Some suggestions you might wish to consider include the signing of the Declaration of Independence (1776), end of Reconstruction (1877), Henry Ford's use of the assembly line (1913), United States entry into World War I (1917), *Brown v. Board of Education of Topeka* (1954), passage of the Gulf of Tonkin Resolution (1964), and the fall of the Berlin Wall (1989).

Scoring Notes:

1. This thematic essay has a minimum of *six* components (*two* aspects [the historical circumstances and *two* changes] for each of *two* major events or "turning points").
2. The changes can be political, economic, social *or* any combination thereof that resulted from the major event in United States history. The response does not have to identify the change by name; it may be implied.
3. Either immediate and/or long-term changes may be used in the discussion.
4. A "turning point" can be a specific event, such as passage of the Gulf of Tonkin Resolution *or* the Supreme Court ruling in *Brown v. Board of Topeka*, *or* a more general series of actions, such as the New Deal programs *or* the Progressive reform movement.

Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by identifying *two* major events in United States history that were turning points, describing the historical circumstances that led to these events, and discussing the political, social and/or economic changes that resulted from the events
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., *Declaration of Independence*: fear of repetition of rule by a strong leader led to the creation of the Articles of Confederation with a weak national government; Declaration of Independence became a model for other nations and groups; *end of Reconstruction*: allowed the South to destroy most of the civil rights efforts created by Congress during the late 1860s and early 1870s; Jim Crow laws enacted by the new conservative state governments were able to limit the movement of freedmen in the South
- Richly supports the theme with relevant facts, examples, and details, e.g., *Declaration of Independence*: change in British policies toward the colonies following the French and Indian War; Sugar Act, Stamp Act; John Locke and Enlightenment theory; *end of Reconstruction*: sharecropping; Ku Klux Klan; Hayes-Tilden election; *Plessy v. Ferguson*)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing one aspect of the task more thoroughly for both turning points than for the other aspect *or* by developing both aspects of the task more thoroughly for one turning point than for the other turning point
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., *Brown v. Board of Education of Topeka*: despite *Plessy v. Ferguson* ruling, the reality was that the segregated black schools in the South were inferior to the white schools; Court ruling led to an active civil rights movement; Court ruling increased racial tensions because many whites opposed the Court ruling
- Supports the theme with relevant facts, examples, and details, e.g., *Brown v. Board of Education of Topeka*: “separate but equal doctrine”; Jim Crow laws; segregation; integration of public schools was required
- 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** components of the task with little depth *or* develops **at least four** components of the task in some depth
- Is more descriptive than analytical (applies, may analyze, and/or evaluates information), e.g., *Henry Ford’s use of the assembly line*: mass production lowered the cost of automobiles; led to the growth of related industries such as gas stations, hotels, and restaurants; *Gulf of Tonkin Resolution*: as United States military involvement in Vietnam increased, President Lyndon Johnson’s popularity decreased; the increased use of the draft led to antiwar protests in the United States
- Includes some relevant facts, examples, and details, e.g., *Henry Ford’s use of the assembly line*: each worker did a specific task in the making of the product; prior to this, things were made by hand; *Gulf of Tonkin Resolution*: containment; attack on United States naval vessel; escalation of the war; 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 **at least three** components have been thoroughly developed evenly and in depth, 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** components of the task *or* develops **at least three** components 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

Turning Points

In the United States history, there have been several turning points that have had profound economic, political, and social effects on the nation. Two of these turning points include the Progressive Era in the early twentieth century and the New Deal under President Franklin D. Roosevelt.

In the late 19th and early 20th centuries, the United States was undergoing a rapid ~~to~~ urbanization process that brought about the Progressive Era. The farmers and immigrants were attracted to the lure of the cities and the steady factory jobs rumored to be found within those cities. The influx of emigrating people caused massive overcrowding, especially in slum areas. It was not uncommon to find four to six families living in a single apartment that had no indoor plumbing, heat, electricity, or proper fire escapes. Responding to the plight of the urban masses were the political bosses, such as Boss Tweed of New York City. He promised to provide incoming immigrants with food, clothing, shelter, and other provisions and necessities in return for their support of his policies and hand-picked leaders at the voting booth. Muckrakers such as Jacob Riis, who wrote *How the Other Half Lives*, to describe the slums, and Lincoln Steffens, who wrote "The Shame of the Cities" to describe the corruption and power of political bosses, soon exposed urban conditions to demand for reform at the municipal and

national levels to correct the ills of society.

The cries of outrage that resounded from ~~muckrakers~~^{muckrakers} and other progressives resulted in profound political and economical change that drastically altered American society. By the end of the first decade of the twentieth century, most cities had adopted measures that increased the political power of the urban dweller – a key goal of Progressive reformers. These included the initiative, a right that allowed voters to propose legislation directly to city lawmakers, the referendum, a right that allowed voters to vote on legislation directly, the recall, the right that allowed voters to remove a corrupt official from office before the term had ended; and the secret ballot, the right of the voters to cast their votes behind the curtain. The effects of the increase in popular participation in government were soon evident at the national level. In 1903 and 1906 President Theodore Roosevelt convinced congress to pass the Elkins Act and the Hepburn Act respectively to help regulate big business. Average Americans applauded these Progressive reforms that gave the I.C.C. greater power to regulate the railroad industry. Then in 1913, the 17th amendment was passed and ratified by the necessary number of states, giving states' citizens the right to choose their senators directly. Thus, the Progressive Era was a significant turning point in American history because it returned political power and influence back to average citizens.

F. D. R.'s New Deal was a radical turning point in American history because it marked the beginning of greater governmental involvement in the lives of everyday citizens. Created out of the need to resolve unemployment and poverty resulting from the Great Depression, which was caused by the overspeculation of stocks and excessive buying on credit, the New Deal first took shape during the hundred days of Congress at the beginning of F. D. R.'s term in 1933. During this time period F. D. R. helped push a number of bills through Congress to help alleviate unemployment. Some of the agencies created under F. D. R.'s administration of the New Deal were P. W. A. (Public Works Administration) and the T. V. A. (^{Tennessee} ~~Texas~~ Valley Authority). The P. W. A. provided work for the jobless in the form of public works projects, while the T. V. A. provided for the public ownership of lands so that dams could be built and power provided for the region. As evidence of the endurance of the New Deal, the T. V. A. still exists today and F. D. R.'s spirit of promoting public welfare has become a cornerstone of the modern democratic platform.

Further evidence of continuing influence of the New Deal can be seen in Lyndon Johnson's War on Poverty in programs like Medicare, HUD, and Headstart. The current debate over national health insurance demonstrates ^{that} the people still look to the government to care for their basic needs.

The Progressive Era and the New Deal were major turning points in U.S. history. Each grew out of economic problems that average citizens were unable to remedy.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the Progressive Era and the New Deal
- Is more analytical than descriptive (*Progressive Era*: the United States was undergoing a rapid urbanization process that brought about the Progressive Era; the influx of immigrating people caused massive overcrowding, especially in the slum areas; the cries of outrage that resounded from muckrakers and other Progressives resulted in profound political and economical changes that drastically altered American society; most cities had adopted measures that increased the political power of the urban dwellers—a key goal of Progressive reformers; the effects of the increase in popular participation in government were soon evident at the national level; average Americans applauded these Progressive reforms; *New Deal*: marked the beginning of greater governmental involvement in the lives of everyday citizens; created out of the need to resolve unemployment and poverty resulting from the Great Depression; as evidence of the endurance of the New Deal, the TVA still exists today and FDR’s spirit of promoting public welfare has become a cornerstone of the modern Democratic platform; the continuing influence of the New Deal can be seen in Lyndon Johnson’s War on Poverty programs; the current debate over national health insurance demonstrates that people still look to the government to care for their basic needs)
- Richly supports the theme with relevant facts, examples, and details (*Progressive Era*: late 19th and early 20th centuries; farmers and immigrants attracted to the lure of the cities and the steady factory jobs; no indoor plumbing, heat, electricity, or proper fire escapes; political bosses such as Boss Tweed of New York City; muckrakers such as Jacob Riis who wrote *How the Other Half Lives*, and Lincoln Steffens who wrote *The Shame of the Cities*; initiative, referendum, recall, and the secret ballot; President Theodore Roosevelt; Elkins Act and the Hepburn Act; ICC; 17th amendment giving states’ citizens the right to choose their senators directly; *New Deal*: President Franklin D. Roosevelt; overspeculation of stocks and excessive buying on credit; the hundred days of Congress; PWA, TVA; work for the jobless in the form of public works projects; public ownership of lands so that dams could be built and power provided for the region; Medicare, HUD, Head Start); contains a minor inaccuracy (FDR’s term began in 1932)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that goes a bit beyond a restatement

Conclusion: Overall, the response fits the criteria for Level 5. Despite the lack of an in-depth introduction and conclusion, this response includes an extensive amount of analysis and accurate, relevant information for a thorough discussion of different periods of reform in United States history.

In U.S. history, there have been many events that led to important changes in the nation's socio-political fabric. Two examples of such events are the 1776 signing of the Declaration of Independence and the Supreme Court's 1954 ruling in *Brown v. Board of Education of Topeka*. Both events helped "oppressed" groups gain more rights and privileges.

From the 1600s to the late 1700s, most of the American colonies (and their residents) were British. As such, they were subject to British laws and policies. For many years, the British sought to preserve a favorable balance of trade with their colonies by enacting the Navigation Acts, which controlled the flow of colonial goods. These acts didn't greatly anger colonists because they weren't widely enforced. But, after the long, expensive French and Indian War, the English needed a new source of revenue and looked to the colonies to supply it. As such, they enacted several new taxes, including the ones stipulated by the Sugar, Stamp, and Townshend Acts. Following the Stamp Act, the colonists began to organize themselves into Congresses and committees to protest the dues. They were primarily angry because they were being taxed w/out a having a representative in Parliament – "No taxation w/out Representation."

Many conflicts arose between England & its colonies, as seen by the Boston Massacre & Boston Tea Party. Eventually, colonial leaders believed autonomy was necessary, and they asked T. Jefferson to draft the Declaration of Independence in 1776. The Declaration,

which is based largely on the theory of John Locke, was signed and the colonial rebellion had begun.

As a result of this document, King George & Parliament increased troops in America. The Revolutionary War had begun. This war, which placed major economic strains on the patriots, was fought under the auspices of America's first government the Articles of Confederation. This allowed Americans a representative voice once prohibited by England. After America's eventual victory, a new country was formed, and it continues to thrive well into the present day.

The Declaration of Independence served as a model for other countries, like France, in their quest for independence. The beliefs stated in the Declaration of Independence "All men are created equal" became the model for the U.S. Bill of Rights.

Like the colonists, African Americans were also denied certain liberties. Since the end of Reconstruction and the landmark court case Plessy v. Ferguson, "separate but equal" was the law of the land. Segregation, although seen in the North, was the way of life in the South. African-American citizens were kept at second class status by Jim Crow laws, which took away their vote, as well as hindered their economic growth. Racism, expressed both verbally and physically, also enforced de facto separation.

Rightfully so, many disagreed with segregation, and the civil rights movement was born. The NAACP, an organization, sought a test

case to overthrow Plessy. What they came up with was Brown v. Board of Ed.

Thurgood Marshall, Brown's lawyer, effectively argued why segregation is illegal. The Supreme Court agreed and in 1954 overthrew the constitutionality of segregated public ~~separate~~ schools. Eisenhower enforced this when Arkansas's Governor sought to ignore it. He brought in troops to escort the children to school.

The Civil Rights movement blossomed after this case, and eventually culminated in the passage of new laws, like the Civil Rights Acts of 1964, which outlawed segregated public facilities and racial discrimination in employment. The Voting Rights Act of 1965 brought the protection of the federal government into southern states to help African Americans to vote. Also, African Americans received new political, social, and economic opportunities all over the country.

Overall, the colonists threw off the yoke of Britain following the signing of the Declaration, and African Americans gained more rights after Brown v. Board of Ed. These events were turning points for both groups because they enabled them to gain previously indelegated rights. Without turning points like these, America would not have been the same.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the Declaration of Independence and *Brown v. Board of Education of Topeka*
- Is more analytical than descriptive (both events helped “oppressed” groups gain more rights and privileges; *Declaration of Independence*: they were subject to British laws and policies; the British sought to preserve a favorable balance of trade with their colonies; Navigation Acts did not anger colonists because they were not widely enforced; the English needed a new source of revenue; the colonists were primarily angry because they were being taxed without having a representative in Parliament; eventually colonial leaders believed autonomy was necessary; as a result, King George and Parliament increased troops in America; this war placed major economic strains on the patriots; Articles of Confederation allowed Americans a representative voice once prohibited by England; a new country was formed and it continues to thrive well into the present day; *Brown*: like the colonists, African Americans were also denied certain liberties; segregation, although seen in the North, was the way of life in the South; African American citizens were kept at second-class status; Jim Crow laws took away their vote as well as hindered their economic growth; racism, both verbally and physically, also enforced de facto separation; rightfully, many disagreed with segregation and the civil rights movement was born)
- Richly supports the theme with relevant facts, examples, and details (*Declaration of Independence*: from the 1600s to the late 1700s, the American colonies were British; after the French and Indian War, British enacted several new taxes, including the ones stipulated by the Sugar, Stamp, and Townshend Acts; Congresses and committees to protest the dues; “no taxation without representation”; Boston Massacre, Boston Tea Party; T. Jefferson asked to draft the Declaration; based largely on the theory of John Locke; Revolutionary War; *Brown*: separate but equal; *Plessy v. Ferguson*; NAACP sought a test case to overthrow *Plessy*; Thurgood Marshall; integrated schools; Arkansas Governor; Eisenhower; Civil Rights Act of 1964 outlawed segregated public facilities and racial discrimination in employment; Voting Rights Act of 1965 brought the protection of the federal government into southern states to help African Americans vote)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. Even though much more analysis and detailed information is provided for the discussion of the Declaration of Independence, *Brown v. Board of Education of Topeka* is developed in sufficient depth to meet the criteria for a Level 5 response.

Throughout American history managements are labeled as turning points because of the major social, political, and economic changes they brought forth. Two of these turning points are the Supreme Court decision of Brown v.s. the Board of Education and the Gulf of Tonkin Resolution. Both of these events changed the status-quo that America had been following for years.

In 1954 the Supreme Court issued its decision for the case of Brown v.s. the Board of Education of Topeka, overturning the segregation policy that was prevalent in the United States since the ending of the Civil War. After the war, many whites still wanted control over the now free blacks and did not want to see them reach "equality." This was achieved when the Supreme Court issued its decision for Plessy v.s. Ferguson. In this case it was decided that blacks and whites should have "separate, but equal" public facilities such as bathrooms, restaurants and hotels. One other area this "separate but equal" policy also pertained was in schools. For nearly a century the decision of Plessy v.s. Ferguson kept blacks from full equality, until the 1950's came. In the 50's the struggle for equal rights grew, and the blacks who were upset with their current situation pushed for more rights. A huge step was achieved for this goal when the Supreme Court issued its decision in Brown vs the Board of Education. This decision ended the segregation of public schools. This decision was a turning point due to the political and social changes it sprang. The decision showed that the government was now more than willing to support the struggle of Civil Rights for

blocks. This was shown even more when President Eisenhower sent the 101st airborne into Little Rock Kansas. This was due to the fact that the governor refused to allow the entry of 7 black students into the school despite the courts decision. With the presidents enforcement the students could now enter the school. The social change brought about by the decision was that the struggle for Civil Rights grew much stronger, eventually getting achievements like the Civil Rights Act and Affirmative Action with the help of men like Malcolm X, Martin Luther King Jr., and the NAACP.

In 1964 Congress passed President Lyndon B. Johnsons Gulf of Tonkin resolution, which allow for full escalation of the Vietnam War for the United States. Once the French colonist were thrown out of Vietnam and the country was divided into the communist north and the "democratic" south the United States slowly involved itself. Starting with President Eisenhower and continuing with Kennedy, both of whom were avid Cold War warriors who wanted to prevent the spread of Communism, "military advisors" were gradually sent into the country to help the South Vietnamese. After Kennedy's assassination, President Johnson took over. It was this time that the United States was looking for a reason to fully escalate the war. In 1964, a U.S. ship in the Gulf of Tonkin that was providing info to the South thought it was fired upon. The admiral of the ship never said that they truly were fired upon, only that it "may have been fired upon." Despite this,

Johnson declared it as a deliberate attack on the U.S. and immediately sent the Gulf of Tonkin Resolution to Congress for passage, which easily did. The Gulf of Tonkin Resolution was a turning point that effected our country politically, socially, and economically. Politically the United States had put itself into a war that was never theirs, and war which it would stay in for over a decade. The United States years of persistence without victory showed how serious the U.S. view Communism. One major social change was the draft, which sent thousands of men over only to die in the horrific war. Also, in the U.S. riots and demonstrations opposing the war broke out. With each new year and every new wave of soldier leaving for war, the American people became more and more resentful of the government. Economically, the United States pushed millions of dollars into funding the war. In all the Tonkin Resolution began the Vietnam Era which America fought through the decade.

The Supreme Court decision of Brown vs. the Board of Education and the Gulf of Tonkin Resolution were both major turning points in America. The court decision brought about a era of positive change for blacks. On the other hand the Gulf of Tonkin Resolution started a era that brought about chaos throughout the country and the deaths of thousands in Vietnam.

Anchor Level 4-A

The response:

- Develops all aspects of the task by discussing *Brown v. Board of Education of Topeka* and the Gulf of Tonkin Resolution
- Is both descriptive and analytical (both of these events changed the status quo that America had been following for years; *Brown v. Board of Education of Topeka*: overturning the segregation policy that was prevalent in the United States since the ending of the Civil War; after the war, many whites still wanted control over the now free blacks and did not want to see them reach equality; for nearly a century, the decision of *Plessy v. Ferguson* kept blacks from full equality; the blacks who were upset with their current situation pushed for more rights; this decision showed that the government was now more willing to support the struggle of civil rights for blacks; the social change brought about by the decision was that the struggle for civil rights grew much stronger; the Court decision brought about an era of positive change for blacks; *Gulf of Tonkin Resolution*: allowed for full escalation of the Vietnam War for the United States; Presidents Eisenhower and Kennedy were both avid Cold-War warriors, who wanted to prevent the spread of communism; the United States was looking for a reason to fully escalate the war; politically, the United States had put itself into a war that was never theirs; the United States years of persistence without victory showed how seriously the United States viewed communism; one major social change was the draft, which sent thousands of men over only to die in the horrific war; the American people became more resentful of the government; started an era that brought about chaos throughout the country and deaths of thousands)
- Supports the theme with relevant facts, examples, and details (*Brown v. Board of Education of Topeka*: “separate but equal” public facilities; President Eisenhower sent the 101st Airborne; Civil Rights Act and affirmative action; Malcolm X, Martin Luther King, Jr., and the NAACP; *Gulf of Tonkin Resolution*: French colonists were thrown out of Vietnam; country was divided into communist north and the “democratic” south; military advisors; after Kennedy’s assassination, President Johnson took over; admiral of the ship never said that they truly were fired upon; Johnson declared it as a deliberate attack on the United States; riots and demonstrations opposing the war broke out; economically, the United States pushed millions of dollars into funding the war); contains some minor inaccuracies (decision ended the segregation of public schools; Little Rock, Kansas; 7 black students)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Despite three minor factual inaccuracies, the response best fits the criteria for Level 4. Although some sophisticated analysis is provided, the development of the task is not as thorough as that in a Level 5 paper. Information tends to be mentioned rather than developed when discussing the changes resulting from the turning points.

Before and after WWII the United States experienced two major turning points that changed the country politically, socially, and economically. The New Deal legislation in the 1930s brought about by the Great Depression and the beginning of the Cold War between the U.S. and the Soviet Union post WWII brought about many long-lasting changes in the country.

The Great Depression hit the United States in 1929, right after the stock market crash and left the country powerless, jobless, and poverty-stricken. The administration under Herbert Hoover did little to help the people. Because of his belief in "rugged individualism," he encouraged them to seek aid from private organizations. He at first believed the ~~country~~ economy would recycle out of the depression. By the time Hoover realized that the gov't. needed to act it was well into his administration and his efforts like the Reconstruction Finance Corporation were too little, too late. In 1932, Franklin D. Roosevelt was elected with his plans for the New Deal. The New Deal focused on three areas: relief, recovery, and reform. The New Deal gave government aid in the form of money and jobs to relieve the population. Through alphabet soup agencies, like the WPA, PWA, and CCC more jobs were created. The AAA subsidized the farmers by limiting production to stimulate the economy and start recovery. Finally the New Deal provided legislation that backed up banks with the FDIC and the SEC regulated investment practices to stop a Great Depression from ever occurring again. This change in the role of gov't. can still be seen today. New Deal programs like Social Security and TVA

are still in effect and have been expanded. Thus the New Deal marked a great change in the political, social, and economic practices in the U.S. The New Deal marked a new and lasting change towards gov't intervention in helping and protecting the people in times of need. It also made it acceptable for the gov't to step in and take more control when necessary. The economy was also changed because there was more regulation along with more security in banks + investments. Socially the U.S. was changed because the people now received more gov't support from the gov't. such as Social Security.

The end of WWII and the beginning of the Cold War marked a major turning point in U.S. history. With the end of WWII the two major superpowers left were the Communist Soviet Union and the capitalist U.S. The communists' goal was expansion, especially in the devastated countries of Europe, and the U.S. wanted to pursue a policy of containment. This led to many conflicts and a great rivalry between the U.S. and the USSR.

This marked a great change politically in the U.S. because the U.S. became very involved in foreign affairs. The gov't used economic and military aid to rebuild and defend countries to prevent the spread of communism. The U.S. was also changed socially because all focus was on defeating the Russians. The American people had a great hatred of the Soviets and strove to beat them educationally, athletically, and technologically and science + math programs were stepped up throughout the country. The U.S. was also changed socially

because of the very real fear of nuclear war which was heightened by the arms race.

The New Deal and the beginning of the Cold War brought great changes in the role of the gov't. and the people ^{as well} as the change of the U.S. from an isolationist nation to a superpower.

Anchor Level 4-B

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the New Deal more thoroughly than the Cold War
- Is both descriptive and analytical (*New Deal*: the Great Depression hit the United States in 1929 right after the stock market crash; because of Hoover's belief in "rugged individualism," he encouraged them to seek aid from private organizations; by the time Hoover realized that the government needed to act, it was well into his administration and his efforts like the Reconstruction Finance Corporation were too little, too late; AAA subsidized farmers by limiting production to stimulate the economy and start recovery; SEC regulated investment practices to stop a Great Depression from ever occurring again; this change in the role of government can still be seen today; New Deal programs like Social Security and TVA are still in effect and have been expanded; *Cold War*: led to many conflicts and a great rivalry between the United States and the USSR; this marked a great change politically in the United States because the United States became very involved in foreign affairs; United States used economic and military aid to prevent the spread of communism; the United States was also changed socially because all focus was on defeating the Russians; fear of nuclear war was heightened by the arms race)
- Supports the theme with relevant facts, examples, and details (*New Deal*: Hoover at first believed the economy would cycle out of the depression; in 1932, Franklin D. Roosevelt was elected with his plans for the New Deal; focused on three areas—relief, recovery, and reform; gave government aid in the form of money and jobs to relieve the population; WPA, PWA, CCC; backed up the banks with the FDIC; *Cold War*: with the end of World War II, the two major superpowers left were the communist Soviet Union and the capitalist United States; United States wanted to pursue a policy of containment; math and science programs were stepped up throughout the country)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The thorough development of the aspects of the task for the New Deal meet Level 5 criteria, but the lack of depth in the development the Cold War reflects Level 3 criteria. This unevenness in the development of the task is typical of a Level 4 response.

Nearly every major event in U.S. history can be considered a "turning point" because these events have significantly altered the political, social, and economic ideologies of American citizens. Two such pivotal moments ~~in American history~~ are the issuance of the Emancipation Proclamation by President Lincoln during the Civil War and the passage of FDR's New Deal legislation during the Great Depression.

When the Civil War first broke out, President Lincoln had only one goal: to save the Union. Although he was a Republican opposed to expansion of slavery into new territories, he was not among the organization of ardent Northern abolitionists and had no intention of eliminating slavery altogether. But within a year of the War, the Confederacy had proven it would never settle for peace until its backbone was utterly broken, as demonstrated at battles like Bull Run. The institution of slavery was the foundation for both Southern government and economy, and Lincoln became aware that the only way to suppress the rebellion would be to end slavery. He therefore, somewhat reluctantly, issued the Emancipation Proclamation in 1863, freeing all slaves in the Southern States. Lincoln was careful not to include the border states, which were proslavery but had not seceded, in his mandate. He knew their support was crucial to a Union victory and did not want to alienate them. Lincoln's diplomacy paid off, as the border states remained loyal to the Union while voluntarily giving up slavery, and the Confederacy was defeated. The issuance of the Emancipation Proclamation had effectively

eliminated slavery. It prompted constitutional amendments to protect Black rights and citizenship, it turned the focus of the economy more toward industrial production, and it forever condemned slavery in the hearts and minds of American people.

Eighty years later, another President and his "radical" legislation again changed the face of American society forever. When the Great Depression struck in 1929, millions of Americans sank into poverty. In the presidential election of 1932, the voters chose an aggressive new leader they believed had the power to lift the country out of the mire and into prosperity, Franklin Delano Roosevelt. In the first 100 days following his inauguration, FDR held special sessions with Congress, which passed virtually every piece of new legislation he proposed. So numerous were FDR's new programs that they were known by their abbreviations and collectively called the "alphabet agencies" (AAA, CCC, WPA, etc.). Most programs created social welfare, ^{internal} development, and new jobs. They not only successfully stimulated the economy, relieved unemployment, and brought back a measure of prosperity, they marked a turning point by greatly intensifying the power of the presidency in the passage of new legislation.

"Turning points" in history are considered to be any events which greatly alter the political, economic, or social institutions of a nation. By this definition, the Emancipation Proclamation and the New Deal were monumental events.

Anchor Level 4-C

The response:

- Develops all aspects of the task but does so somewhat unevenly by describing the historical circumstances of two turning points (the Emancipation Proclamation and the New Deal) more thoroughly than discussing the changes that resulted from these turning points
- Is both descriptive and analytical (*Emancipation Proclamation*: although Lincoln was a Republican opposed to expansion of slavery into new territories, he was not among the organization of ardent Northern abolitionists and had no intention of eliminating slavery altogether; but within a year of the War, the Confederacy had proven it would never settle for peace until its backbone was utterly broken; the institution of slavery was the foundation for both Southern government and its economy; Lincoln became aware that the only way to suppress the rebellion would be to end slavery; Lincoln was careful not include the border states, which were proslavery but had not seceded; he knew their support was crucial to a Union victory and did not want to alienate them; Lincoln's diplomacy paid off; the issuance of the Emancipation Proclamation had effectively eliminated slavery; it prompted constitutional amendments to protect black rights and citizenship, it turned the focus of the economy more toward industrial production, and it forever condemned slavery in the hearts and minds of American people; *New Deal*: the voters chose an aggressive new leader they believed had the power to lift the country out of the mire and into prosperity; most programs created social welfare, internal development, and new jobs; they not only successfully stimulated the economy, relieved unemployment, and brought back a measure of prosperity, they marked a turning point by greatly intensifying the power of the presidency in the passage of new legislation)
- Supports the theme with relevant facts, examples, and details (*Emancipation Proclamation*: Lincoln had only one goal: to save the Union; Bull Run; issued the Emancipation Proclamation in 1863, freeing all slaves in the Southern states; border states remained loyal to the Union; Confederacy was defeated; *New Deal*: Great Depression struck in 1929; millions of Americans sank into poverty; presidential election of 1932; Franklin Delano Roosevelt; during first 100 days following his inauguration, FDR held special sessions with Congress, which passed virtually every piece of new legislation he proposed; so numerous were FDR's new programs that they were known by their abbreviations and collectively called the "alphabet agencies"; AAA, CCC, WPA); contains a minor inaccuracy (*Emancipation Proclamation*: the border states voluntarily gave up slavery)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that restates the theme

Conclusion: Overall, the response fits the criteria for Level 4. This response contains a great deal of analysis, especially in the development of the historical circumstances aspect of the task for both turning points. However, the response also tends to mention the changes that resulted from these events without providing explanations and supporting details to discuss this aspect of the task thoroughly.

Throughout history many events have been referred to as turning points. A turning point is an event that has led to political, social and/or economic changes. Two such events are Henry Ford's development and use of the assembly line in 1913, as well as the ground breaking court case Brown vs. The Board of Education of Topeka in 1954. Both events were ground breaking experiences.

Henry Ford's invention of the assembly line let mass production of cars be possible. Being able to mass produce cars lowered prices. This made cars available to everyone rather than just being a luxury for the rich. The availability of cars to most people led to many things. The building of roads, this made more jobs available, People also started to go on trips. This led to more business for restaurants and the building of hotels. People needed gas to make the cars run. This opened a whole new job market. People needed to build gas stations, they needed to work at them, and people were always looking for oil. At this point many jobs needed workers, and people had to spend money on many different things that came along with owning a car. The development and use of the assembly line is a turning point because it led to helping the economy and changed the American life style. People started to care more about material things than they had in the past and wanted to do more. It was the coming of the jazz age a time known as one of the most open in American society. Which is definitely a turning point to most people.

Another turning point was the ground breaking court case Brown vs. The Board of Education of Topeka. In 1954 America was still in its segregation times, and the separate but equal laws were still being enforced. All though the law was that things such as restaurants and schools could be segregated as long as they were equal, that was not the case. More times than not, schools were rundown and in horrid condition for the blacks. The children were not getting as good of an education as the whites and had to deal with going far away to get to school, even if they lived right next to a school. So, in 1954 Mrs. Brown took her problems to

court. She stated that it was unfair that her daughter had to go to school miles away when there was a school right around the block. She also let it be known that she did not think it was right that her daughter was getting less of an education because she was black. The judge ruled in favor of the Browns, And Mrs. Browns daughter went to the school down the block. She went through a lot of ridicule, but she was the first to do this. Ending segregation in schools.

In history many different events are considered turning points. Two of which are Henry Fords development and use of the assembly line as well as the court case Brown vs. The Board of Education. Both were ground breaking events that change American life in a drastic way. Hopefully there are more events just as effective.

Anchor Level 3-A

The response:

- Develops most aspects of the task in some depth for Henry Ford's use of the assembly line and *Brown v. Board of Education of Topeka*
- Is more descriptive than analytical (*Ford*: being able to mass produce cars lowered prices; this made cars available to everyone rather than just being a luxury for the rich; the availability of cars to most people led to many things; people had to spend money on many different things that came along with owning a car; helped the economy and changed the American life style; *Brown*: although the law was that things such as restaurants and schools could be segregated as long as they were equal, that was not the case; the children were not getting as good an education as the whites and had to deal with going far away to get to school, even if they lived right next to a school); contains faulty analysis (*Brown*: ending segregation in schools)
- Includes some relevant facts, examples, and details (*Ford*: let mass production of cars be possible; the building of roads made more jobs available; people started to go on trips; more business for restaurants and the building of hotels; people needed gas; needed to build gas stations; *Brown*: America was still in its segregation times and the separate but equal laws were still being enforced; more times than not, schools were run down and in horrid condition for the blacks; details about the Brown case); includes some inaccuracies (*Ford*: Henry Ford's invention of the assembly line; *Brown*: Mrs. Brown's daughter went through a lot of ridicule, but she was the first to do this)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are a restatement of the theme.

Conclusion: Overall, the response fits the criteria for Level 3. Although some good analysis and details of the social and economic changes resulting from Henry Ford's use of the assembly line are provided and the historical circumstances of both events are covered, information about any changes resulting from the Brown ruling is limited to "ending segregation."

Historical events can change many peoples lives, and therefore changes the nation. These changes can be something personal, such as feelings of resentment or patriotism. There can also be changes in government, such as the high security levels the U.S is experiencing in light of September 11th. In history, there has been countless historic events that have changed the nation ~~politically, socially,~~ in a political, social, or economic way.

The Jacksonian era was a time period of change. ~~First~~ with Andrew Jackson as president, known as the "common man", he ran things differently than previous presidents.

~~He~~ Along with changing the nation economically by replacing the national banks with pet banks and making political changes by creating the spoils system, he also changed the nation socially. ~~for~~

In the early 1800's, Georgia was moving west and pushing the indians off their lands. The indians, after asking Georgia to respect their settlement on the lands and Georgias continued pushing, the indians brought the case to the Supreme Court in what is now known as Worcester vs. Georgia. The Supreme Court ruled ~~that~~ in favor

of the indians, stating that Georgia had no right pushing the Indians off the land.

Jackson was not happy with the decision and therefore did not uphold his duty of the executive branch, by not enforcing the courts judgement.

The indians were pushed off their land and walk "The ~~Trail~~ Trail of Tears" in 1838. Many indians died on this walk because of the weather, malnutrition, and sickness.

This event changed the nation socially because it increased the white peoples feelings of superiority, increased the indians resentment towards the U.S, the whites, and the government, and it heightened the acceptance of racism and discrimination.

The Brown vs. the Board of Education of Topeka is also a supreme court decision that changed the nation socially. After the Plessey vs Ferguson and the Jim Crow laws, segregation was legalized as ~~was~~ with the idea that ~~they~~ they must be separate but equal.

However after the Brown vs. Board of Education decision, segregation was ruled illegal. This was a social change because it was something African Americans had

been fighting for ~~for~~ years for. It was the beginning of integrated schools, better job opportunities and a new way of life.

In conclusion, ~~a historic~~ ^{events} ~~changes~~ are bound to change the nation in some way. It is hard to change peoples lives, which most historic events do, and not change the nation.

Anchor Level 3-B

The response:

- Develops all aspects of the task in some depth for the Jacksonian Era and in little depth for *Brown v. Board of Education of Topeka*
- Is more descriptive than analytical (it is hard to change peoples lives, which most historic events do, and not change the nation; *Jacksonian Era*: economic change: replaced national banks with pet banks; political change: created spoils system; social change: Jackson was not happy with the decision in *Worcester v. Georgia* and therefore did not uphold his duty by not enforcing the court's judgment; changed the nation socially because it increased the white people's feelings of superiority, increased the Indians' resentment towards the United States, and heightened the acceptance of racism and discrimination; *Brown*: it was the beginning of integrated schools, better job opportunities and a new way of life)
- Includes some relevant facts, examples, and details (*Jacksonian Era*: Jackson known as "common man"; ran things differently than previous presidents; Supreme Court ruled in favor of the Indians; Trail of Tears; many Indians died on this walk because of the weather, malnutrition, and sickness; *Brown*: Jim Crow laws; *Plessy v. Ferguson*; segregation was legalized; separate but equal; something African Americans had been fighting for years for)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that go beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response develops the Jacksonian Era as a turning point more fully than the Brown decision. Both the introduction and conclusion contain some analysis; however, the content weaknesses for the changes brought about by the Brown decision make this paper a Level 3 response.

~~During~~ Through the years major historical event where considered turning points. These turning points often led to economic, political and or social changes that affected society. Two examples of major turning points were Henry Ford's use of the assembly line and Brown vs Board of Education of Topeka ^{Court} ~~and~~ case.

During the early 1900's the United States entered an Industrialization Era. Before this time products were made by hand and ~~were~~ ^{were} a slow and tedious process. Not many products were produced because it took so long to make. In 1913 Henry Ford established a new idea called the assembly line. An assembly line is where people have a specific job of putting something together and then it's passed to the next person in line to do the next job. This became very popular in the manufacturing of cars. Overall this line cut production time in half and more and more products were being produced. This was a huge economic change because more people were able to buy products because there ~~was~~ ^{were} more.

~~available~~ available. More money was being circulated as well. This assembly line also caused a huge social change. More people began buying products instead of making them themselves. More people bought cars and the car industry increased.

Another historical turning point was the Brown vs. Board of Education of Topeka. For many many years minorities were never given the same rights as whites. Even though the 13, 14 & 15 amendment was passed still new laws and acts were put in place to limit African American rights. In 1954 a Supreme Court case tried to give African Americans more rights. They wanted equality and rights for minorities. This case overruled Plessy vs. Ferguson of 1896 which states separate but equal was allowed. Now they were ordered schools to desegregate. This was a huge social change because this changed the lives of many African Americans and made segregation unallowed. More racial interaction took place and led to a

civil rights movement. Finally African Americans took a stand on the unfair treatment whites put them through. Overall the United States have been involved in many events that would be considered turning points. These turning points made a social, ~~the~~ political and economic change that will last forever and continue to make an impact on the world today.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth for Henry Ford's use of the assembly line and *Brown v. Board of Education of Topeka*
- Is more descriptive than analytical (*Ford*: more and more products were being produced; more money was being circulated; more people began buying products instead of making them themselves; more people bought cars and the car industry increased; *Brown*: for many years minorities were never given the same rights as whites; even though 13th, 14th, 15th amendments were passed, new laws and acts were put in place to limit African American rights; more racial interaction took place and led to a civil rights movement)
- Includes some relevant facts, examples, and details (*Ford*: some details regarding the nature of an assembly line; assembly line cut production time in half; *Brown*: *Plessy v. Ferguson* of 1896; separate but equal; they ordered schools to desegregate); includes a minor inaccuracy (*Ford*: during the early 1900s, the United States entered an Industrialization Era)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 3. Although some analysis and some detailed information is provided, many general statements regarding the social and economic changes are made without any supporting evidence or explanation.

Two major historical events that have led to drastic change in politics are the Declaration of Independence and the Vietnam war. Both of these events changed the way the U.S. functioned, and were a result of ~~previous previous~~ former historic action.

The signing of the Declaration of Independence was a result of British oppression in the colonies. Acts such as the Stamp Act, the Townshend Act, the Navigation Act, and the Hat Act, infuriated the colonies. The colonies begged and begged for representation in British government, but they were vehemently denied. After two Continental congresses, the colonies finally decide to sign the Declaration of Independence. This document stated that the U.S. would be an independent nation. After the signing, America became an independent nation after the Revolutionary war.

Similarly to the signing of the Declaration of Independence, the Vietnam war also changed the way America functioned.

Before the actual Vietnam war started, America was fighting part in stopping many communist regimes from coming into power. The Korean war, the Bay of Pigs invasion, and the Berlin air lift were all examples of America stopping the spread of Communism. The Vietnam War was another attempt by the U.S to stop the spread of communism, ~~it~~ was a failure. ~~Many~~ Many people died and the U.S got massacred. When this finally got to the public, people were furious. Anti war sentiments polarized the nation and there was much protest for the war. ^{hacktacks exposed secrets and exclaimd} America learned after this war that they cannot fight a war if they are not truly fighting it.

that
americans
couldn't
have won
the war
the way
they
were
fighting
it.

Both of these historic events changed Americas way of thinking. The Declaration let the government be independent, and the Vietnam war opened up the governments eyes to possible defeat in war. Both events were indeed turning points

Anchor Level 2-A

The response:

- Minimally develops some aspects of the task for the Declaration of Independence and the Vietnam War
- Is primarily descriptive (*Declaration of Independence*: the signing of the Declaration was a result of British oppression in the colonies; Acts infuriated the colonies; *Vietnam War*: it was a failure; anti-war sentiments polarized the nation and there was much protest; America learned after this war that they cannot fight a war if they are not truly fighting it); includes several overgeneralizations (*Vietnam War*: the United States got massacred)
- Includes some relevant facts, examples, and details (*Declaration of Independence*: Stamp Act, Townshend Act, Navigation Act, Hat Act; colonies begged and begged for representation; two Continental Congresses; *Vietnam War*: America was taking part in stopping many communist regimes from coming into power; Korean War, Bay of Pigs invasion, Berlin airlift; muckrakers exposed secrets and exclaimed that America could not have won the war the way they were fighting it)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that is beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response contains some minimal development of the historical circumstances of two turning points but only mentions one change resulting from the Declaration of Independence and one change resulting from the Vietnam War.

Along with every turning point comes a change in the direction you are going in. For example, take your first day of school. That day started your journey through education which could have a big impact on your future. The major events that have occurred in our country's history are known as turning points. They not only change us socially, but politically and economically as well.

A major turning point that happened in 1913 was Henry Ford's new use of the assembly line. By using this method, cars as well as other machines were produced faster because it no longer took days to complete building one of these products, it took hours. Each member would assemble part of the product and then pass it on down the line. This not only saved our country money, but time as well. It made it possible to produce things faster and easier. Along with this came the process of interchangeable parts. This made it easier to repair machines or things such as guns because you no longer had to take the whole object apart to fix one piece. Weapons for the war were also being produced much faster.

Another turning point in our country's history was the court case, *Brown v. Board of Education of Topeka*, which happened in 1954. In this case, the Brown family took their Board of Ed. to court because of segregation in their school system. They felt it was unfair that their daughter had to walk a few miles to school each day even though there was a school three blocks away. The problem was that it was a white school and she was black and they had segregation laws at this time. The winner of this case was Brown due to the fact that it was

not only a physical separation from whites, but a mental one as well. Blacks started to feel inferior because they did not measure up to white standards. This was a major turning point because it finally started to end segregation. Blacks and whites were starting to come together once again.

In conclusion, turning points not only have an impact on our present but our future as well. If mass production never occurred then car production would be much slower and repairs of certain machines would take much longer. The ending of segregation was also an important turning point because it ended the color barrier. Overall most turning points change us for the better, and had a great influence on us in all aspects of our political, social and economic lives.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task for Henry Ford's use of the assembly line and *Brown v. Board of Education of Topeka*
- Is primarily descriptive (*Ford*: each member would assemble part of the product and then pass it on down the line; made it possible to produce things faster; made it easier to repair machines or guns; weapons were also being produced much faster; *Brown*: the Brown family took their Board of Education to court because of segregation in their school system); includes faulty and weak analysis (*Ford*: this not only saved our country money, but time as well; *Brown*: the winner of this case was Brown due to the fact that it was not only a physical separation from whites but a mental one as well; blacks started to feel inferior because they did not measure up to white standards)
- Includes few relevant facts, examples, and details (*Ford*: cars as well as other machines were produced faster; process of interchangeable parts; *Brown*: segregation; background details on the Brown case)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response makes broad generalizations rather than dealing with specific details. For example, the response states that the Brown case finally started to end segregation but does not include any specific details as to how things actually began to change. The discussion of the historical circumstances leading to Henry Ford's use of the assembly line are also minimal.

Turning points have been very important in United States history because they have led to political, social, and economic changes.

One major turning point in United States history was Henry Ford's use of the assembly line before he introduced the assembly line. People didn't have cars. The had horse and carriage cars were to cost to much and they took along time to make them. In 1913 Henry Ford introduced the assembly line. He made cars more affordable for every body and it made the quicker to make every one had a car and it made him lots of money.

Another major turning point in United States history was the Brown v. Board of Education of Topeka. Before the trial many black and white kids were separated they had all black schools and all white school and that was the way until 1954 when the trial was over.

separate but equal now black and white
kid could go to school any where they
wanted they could even ride the same bus
just this town turning point
has changed the United States & much
now every body has a car and they are
made better cheaper and kid can go to school any
where they want and ride any bus.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task for Henry Ford's use of the assembly line and *Brown v. Board of Education of Topeka*
- Is primarily descriptive (*Ford*: before he introduced the assembly line most people did not have cars; *Brown*: black kids and white kids were separated); includes faulty analysis (*Ford*: every one had a car; *Brown*: now black and white kids could go to school any where they wanted); includes isolated analysis (*Ford*: made cars more affordable; made him lots of money)
- Includes few relevant facts, examples, and details (*Ford*: they had horses and carriages; cars cost too much and they took a long time to make them; made them quicker; *Brown*: all-black schools and all-white schools; separate but equal)
- Demonstrates a general plan of organization; includes an introduction that restates theme and a conclusion that relies on overgeneralizations

Conclusion: Overall, the response fits the criteria for Level 2. Even though the reader may have difficulty in deciphering some words and thoughts in this response, the response clearly contains enough information to demonstrate a minimal development of the task.

Throughout the years there have been many turning points in America that have had a major affect on people.

Two major turning points were the signing of the Declaration of Independence, in 1776, and Henry Ford's assembly line in 1913.

The Declaration of Independence was signed in 1776. This was a major turning point in the history of US. By signing the Declaration of Independence this made the US become free, and everyone that lived in the US ~~was~~^{were} now free citizens. People could no longer be told what to do as long as they would follow the rules they were free human beings. This was a major turning point for people in^{the} US during this time.

One other major turning point in history was Henry Ford's assembly line. By inventing the assembly line and using it in 1913 helped many businesses. They were now able to make

more parts that were identical all in a short ~~period~~ period of time.

The businesses had to hire less people which wasn't good for americans because they would lose their jobs, but for large businesses and companies the assembly line was great. Their products could be made in a shorter period of time and a lot more could be made. All inventions that were made of many little pieces and were all hand made before could now be made all the same way and all the people would be there with each part they had to make and the parts would just go down the line and be put together. It made everything much simpler.

Many turning points in the history have had great effects. They have helped many people and many businesses. These two turning points were very important to the US, both helped many people and in many different ways.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task for the Declaration of Independence and Henry Ford's use of the assembly line
- Is descriptive (*Ford*: describes the idea of interchangeable parts without using the term); contains faulty analysis (*Declaration of Independence*: people could no longer be told what to do as long as they would follow the rules they were free human beings); contains isolated analysis (*Ford*: for large businesses and companies, the assembly line was great; their products could be made in a shorter period of time and a lot more could be made); contains weak analysis (*Declaration of Independence*: by signing the Declaration of Independence, this made the United States become free and everyone that lived in the United States were now free citizens)
- Includes few relevant facts, examples, or details (*Ford*: able to make many parts that were identical in a short period of time); includes inaccuracies (*Ford*: inventing the assembly line and using it in 1913 helped many businesses; the businesses had to hire less people which was not good for Americans because they would lose their jobs)
- 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. The historical circumstances are not discussed for either turning point. The response contains no specific details about resulting changes or any accurate analysis for the Declaration of Independence.

In the United States History there have been many turning points that lead to some big change that would change Americans' lives forever. Do you remember some of the changes?

One turning point that caused a very big change was the court case of Brown vs. the Board of Topeka. This was the beginning of ended racial separation in schools. This was a turning point in American lives because it didn't only lead to the integrated school system, but it led to the turning point of desegregating many public facilities. And it also led to the Supreme Court looking at the Jim Crow laws which they soon ruled after was said to be unconstitutional. This was one of the turning points of the civil rights movement also.

In 1913 when Henry Ford started the assembly line using it to make cars. It was another turning point in the Great Depression. It started the assembly line in factories. It led to the decrease in cost to build good with several different parts. This allowed companies to bring in more money to get some what out of the Depression. This also led to the decrease in the prices of the products that were beginning to

be made using the assembly line. Know the goods didn't cost that much to produce so they could lower the price of the consumers goods.

What do you think was a turning point in the ~~American~~ U.S. History. Do you believe that all the turning points in history lead to a definite change: economically, politically, socially and other things? What do you think or believe the turning points in are great history were.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task by discussing *Brown v. Board of Education of Topeka* and Henry Ford's use of the assembly line
- Is descriptive (*Brown*: this was the beginning of ended racial segregation in schools; *Ford*: it started up the assembly line in factories); includes isolated analysis (*Brown*: because it did not only lead to the integration of school system, but it led to the turning point of desegregating many public facilities; *Ford*: it led to the decrease in the cost to build goods with several different parts; now the goods did not cost that much to produce so they could lower the price); includes faulty analysis (*Ford*: allowed companies to bring in more money to get somewhat out of the Depression)
- Includes few relevant facts, examples, or details (*Brown*: civil rights movement; *Ford*: consumer goods); includes inaccuracies (*Brown*: led to the Supreme Court looking at the Jim Crow laws which they soon ruled to be unconstitutional; *Ford*: it was another turning point in the Great Depression)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that consists of a series of questions

Conclusion: Overall, the response fits the criteria for Level 1. Although there is some analysis in this response, there is minimal development of only some aspects of the task. The response has major content weaknesses, in addition to the inaccurate chronology related to Ford's use of the assembly line to help companies get out of the Depression.

Major historical events are often seen as turning points because they have led to important political, social, and economic changes. The French and Indian War led to a change of economic policy in dealing with the colonies of Britain, ultimately leading to the American Revolution. The end of Reconstruction too signaled a change in political policy as the North entered the Gilded Age. Thus, because of these events, it can be observed that every important event in history does not stand alone, but affects other points ^{within} history.

The war in the colonies between Britain and France was one event which had both political and economic effects within the United States. The French and Indian War began in the second half of the 18th-century, when France made an effort to consolidate its holdings within North America by building forts along the Ohio River Valley. However, this move angered colonists, who had hoped to spread westward away from the already-established eastern coast. In return, a small army was sent west under the leadership of George Washington, which was defeated at Fort Duquesne. Seeing colonial protests as an opportunity to take control of French colonial holdings in North America, British prime minister William Pitt sent British forces into the Western Hemisphere, leading to an all-out war with France. In turn, after the defeat of France, Britain changed its policy with the colonies from one of solitary neglect to a policy of strict enforcement

of mercantilism. When a rebellion of Native Americans known as Pontiac's rebellion attacked colonists for spreading west, the British government created the Proclamation of 1763, which increased British political control over the colonies by banning any migration west of the Appalachians. Britain, in using funds to pay directly royal governors, decreased the power of representative assemblies by making the governor independent of such assemblies, who were in turn able to carry out their duties in collecting taxes to pay for the cost of the war. In paying for the costs of the war, Britain enacted the Stamp Act, which required revenue stamps on all printed materials, and Sugar Act, which ~~replaced~~ ~~replaced~~ duties ~~on~~ on some foreign luxuries. Thus, the French and Indian War changed Britain's policies both politically and economically toward its colonies. This in turn led to colonial protests and ultimately the American Revolution.

The end of Reconstruction also had important social and political changes. Reconstruction ended due to the efforts due to Redeemers in the South, who opposed Republican efforts (the Freedmen's Bureau) to protect civil rights, and corruption by Republican politicians in the North (the Credit Mobilier scandal) who had lost the old radical Republican values. The Amnesty Act allowed many ex-Confederates to retake high government positions. The Compromise of 1877, in allowing Rutherford B. Hayes to become president, virtually ended Reconstruction and allowed the South to destroy much of the civil rights efforts created by Congress during the late 1860s.

and early 1870's Redeemer efforts in the South and the rise of the Gilded Age in the North had, in turn, many social and economic effects. Jim Crow laws, enacted by the new conservative state government, were able to limit the movement of "freedmen" in the South. Economically, blacks were subjugated to becoming sharecroppers. In trying to become independent, with no economic aid from the North, they were given a plot of land and had to give half of the crops back to the landowner who originally gave them the land. However, because freedmen were always in debt, sharecropping was virtually a new form of slavery. Because of the end of Reconstruction, many negative economic and social effects came about in the South.

Important historical events often have many different effects which are equally important. The French and Indian war led politically and economically to a new mercantilistic relationship with its colonies. The end of Reconstruction led to the social and economic suppression of blacks, who were helped previously by radical Republican congressmen. As seen in the preceding events already mentioned, small periods within history have helped to shape the course of the United States both past and present.

DURING THE HISTORY OF OUR NATION, THERE HAVE BEEN SEVERAL HISTORICAL EVENTS THAT HAVE TAKEN PLACE THAT RESULT IN MAJOR TURNING POINTS OF OUR COUNTRY. THEY HAVE LED TO IMPORTANT POLITICAL, SOCIAL, AND ECONOMIC CHANGES. TWO OF THESE HISTORICAL EVENTS WERE THE SIGNING OF THE DECLARATION OF INDEPENDENCE IN 1776 AND THE COURT CASE, BROWN V. BOARD OF EDUCATION OF TOPEKA IN 1954. THESE TWO EVENTS CONCERNED OUR COUNTRY'S FREEDOM AND THE BEGINNING OF RACIAL INTEGRATION IN SCHOOLS, THE WORKPLACE, AND IN SOCIETY. ~~IN 1776~~ ON JULY 4, 1776, ONE OF THE MOST HISTORICAL AND IMPORTANT EVENTS OCCURRED. THE DECLARATION OF INDEPENDENCE WAS SIGNED. THIS WAS THE DAY THAT WE BECAME FREE FROM BRITISH RULE. BEFORE THE UNITED STATES OF AMERICA WAS A NATION, WE WERE ONLY 13 COLONIES THAT WERE GOVERNED BY ENGLAND. AS 13 UNITED COLONIES, WE DECIDED IT WAS NECESSARY TO BREAK FREE FROM ENGLAND'S RULE. WE FELT THAT WE NEEDED TO GOVERN OURSELVES AND MAKE OUR OWN LAWS. WHEN WE BECAME A COUNTRY, THEY DECIDED TO MAKE THE ARTICLES OF CONFEDERATION, WHICH WAS A SET OF LAWS TO ABIDE BY. THE ARTICLES OF CONFEDERATION GAVE MORE POWER TO THE STATES THAN TO THE FEDERAL GOVERNMENT BECAUSE THEY FELT THAT IF THEY GOT TOO POWERFUL, WE WOULD BE FACED WITH ANOTHER KING. THE ARTICLES WERE CONSIDERED AS BEING TOO WEAK AND THE FIRST CONSTITUTIONAL CONVENTION WAS FORMED TO MAKE A STRONGER DOCUMENT THAT WOULD UNITE THE COUNTRY. THE SIGNING OF THE DECLARATION OF INDEPENDENCE COULD BE SEEN AS THE MOST IMPORTANT TURNING POINTS IN THE HISTORY OF OUR COUNTRY BECAUSE WITHOUT IT, WE WOULD STILL BE THE 13 COLONIES RULED BY ENGLAND AND WOULDN'T HAVE BECOME ONE OF THE WORLD'S STRONGEST AND INFLUENTIAL COUNTRIES OF THE WORLD.

IN 1954, THE UNITED STATES SUPREME COURT TOOK ON A CASE THAT DEALT WITH SEGREGATION WITHIN SCHOOLS. THE CASE, BROWN V. BOARD OF EDUCATION OF TOPEKA, DEALT WITH THE ISSUE OF INTEGRATING SCHOOLS. BEFORE THIS CASE CAME TO COURT, IT HAD BEEN RULED IN PLESSY V. FERGUSON THAT SEGREGATION WAS CONSTITUTIONAL ONLY IF THE SCHOOLS WERE EQUAL, CREATING THE ^{LAW} "SEPARATE BUT EQUAL." MANY FELT IT WAS TIME TO INTEGRATE BLACK AND WHITE SCHOOLS AND THAT THE "SEPARATE BUT EQUAL" LAW WAS ~~ALREADY~~ UNCONSTITUTIONAL. THE SUPREME COURT RULED THAT IN FACT, IT WAS UNCONSTITUTIONAL TO HAVE SEPARATE SCHOOLS FOR DIFFERENT RACES OF PEOPLE. ONCE THE SCHOOLS WERE INTEGRATED, IT CAUSED MUCH CONTROVERSY AND BLACKS STILL WEREN'T TREATED EQUALLY. BROWN V. BOARD OF EDUCATION OF TOPEKA, WAS THE FIRST STEP TAKEN FOR THE EQUALITY OF ALL AFRICAN AMERICANS. ONCE SCHOOLS WERE SEGREGATED, CAREERS AND ^{ALL} OTHER INSTANCES BECAME EQUAL FOR EVERY RACE AND BACKGROUND OF PEOPLE.

TWO MAJOR TURNING POINTS IN THE HISTORY OF THE UNITED STATES WERE THE SIGNING OF THE DECLARATION OF INDEPENDENCE IN 1776 AND THE SUPREME COURT RULING IN BROWN V. BOARD OF EDUCATION OF TOPEKA IN 1954. THROUGHOUT HISTORY, THESE TURNING POINTS HAVE SERVED TO MAKE OUR COUNTRY AS SUCCESSFUL AND POWERFUL AS IT IS TODAY.

Thematic Essay — Practice Paper — C

There were many events that were so momentous that people began to refer to them as climaxes or turning points ^{in a history} ^{United States}. Two that couldn't define the word momentous more are the Industrial Revolution and the brown vs. Board of education decision. These ~~time periods~~ ^{time periods} and events changed our nation a great deal into why it's so powerful today.

Thematic Essay — Practice Paper — D

All of the future is somehow caused by the turning points in History. These turning points effect the world socially, economically, and politically. Two of these historical turning points were through Henry Fords development of the assembly line, and the Great Depression. Henry Fords assembly line made a huge impact in the US socially and economically. For the first time an average everyday person was able to afford an automobile. The social impact grew as more people would go to movies, go out to dinner, or see ~~for~~ friends on Sunday afternoon drives. Economically this caused people to spend more money for social events and made these businesses earn more money.

The Great Depression made many changes in the U.S. ~~Society~~ Society decreased immensely through poverty and unhealthy circumstances. Everyone that was once rich were now poor as the poorest. When the stock market crashed people lost everything. Politically the people in the U.S. were uncertain about the president and the government control of this situation.

Historical events always have changes in society, the economy, or politically, in some way. The assembly line, and the Great Depression are just two that caused major turning points in American and the World.

Throughout the history of the United States many thoughts and innovations have led to great turning points in American life. Two of the most famous examples are the Declaration of Independence in 1776, and Henry Ford's development of the assembly line in 1913. These events led to great changes in the political, social, and economic way of life.

The Declaration of Independence written by Thomas Jefferson in 1776 changed American life in many ways. The most important change was in the political form. For the first time in American history Americans were able to choose their own form of government and be free from outside influences. The Declaration also brought about big changes in the American economic system. Americans were able to choose what products they wanted to sell and at what price they wished to sell them. The most important change was the end of "Taxation without representation". Americans were no longer subjected to the large tax put on imported goods by the British. The Declaration also brought about many social changes.

Without the meddling of the British in the Americans everyday life the people were much happier and for the first time free in the newly adopted Democratic style of government.

The development of the assembly line by Henry Ford in 1913 brought about a plethora of social and economical changes. The assembly line made the production of goods a much quicker and easier process allowing for products to be produced in large quantities. This led to a great boost in the American economy. The assembly line allow opened up many jobs for American citizens. The use of the assembly line in car factories allow for many cars to be produced and sold at a cheap price. The automobile allowed people to drive distance previous to far to visit relatives and close friends, boosting the American social aspect of life.

In conclusion many events in American History have sparked changes in the social, political, and economical way of life. The Declaration of Independence and the development of the assembly line are prime examples of this.

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the French and Indian War and the end of Reconstruction
- Is more analytical than descriptive (every important event in history does not stand alone, but affects other points within history; important historical events often have many different effects which are equally important; small periods within history have helped to shape the course of the United States both past and present; *French and Indian War*: France building forts along the Ohio River valley angered colonists who had hoped to spread westward away from the already-established eastern coast; leading to an all-out war with France; Proclamation of 1763 increased British political control over the colonies by banning any migration west of the Appalachians; Britain, in using funds to pay royal governors, decreased the power of representative assemblies by making the governor independent of such assemblies, who were in turn able to carry out their duties in collecting taxes to pay for the cost of the war; change of British economic policies led to colonial protests and ultimately the American Revolution; *end of Reconstruction*: Reconstruction ended due to the efforts of redeemers in the South, who opposed Republican efforts to protect civil rights and the corruption by Republican politicians in the North; allowed the South to destroy much of the civil rights efforts created by Congress during the late 1860s and early 1870s; Jim Crow laws, enacted by the new conservative state governments, were able to limit the movement of “freedmen” in the South; economically, blacks were subjugated to becoming sharecroppers; because the freedmen were always in debt, sharecropping was virtually a new form of slavery)
- Richly supports the theme with relevant facts, examples, and details (*French and Indian War*: began in the second half of the 18th century when France made an effort to consolidate its holdings in North America; small army under leadership of George Washington; Fort Duquesne; British prime minister William Pitt; Western Hemisphere; after the defeat of France, Britain changed its policy with the colonies from one of salutary neglect to a policy of strict enforcement of mercantilism; Pontiac’s Rebellion; Stamp Act; Sugar Act; *end of Reconstruction*: Freedmen’s Bureau; Crédit Mobilier; Amnesty Act; Compromise of 1877, Rutherford B. Hayes; rise of the Gilded Age in the North)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. Both the introduction and the conclusion contain very strong analysis. The response uses much detailed information to support the analysis and to develop good cause-and-effect relationships. The response also uses a very logical organizational structure to address the task.

Practice Paper B—Score Level 3

The response:

- Develops most aspects of the task with little depth for the signing of the Declaration of Independence and *Brown v. Board of Education of Topeka*
- Is more descriptive than analytical (these two events concerned our country's freedom and the beginning of racial integration in schools, the workplace, and in society; *Declaration of Independence*: Articles of Confederation gave more power to the states than to the federal government because they felt if they got too powerful, we would be faced with another king; the Declaration of Independence could be seen as the most important turning point in the history of our country because without it, we would still be the 13 colonies ruled by England; *Brown*: once the schools were integrated, it caused much controversy and blacks still were not treated equally); contains some faulty analysis (*Brown*: was the first step taken for the equality of all African Americans)
- Includes some relevant facts, examples, and details (*Declaration of Independence*: July 4, 1776, was the day that we became free from British rule; decided to break free from England's rule; Articles were concluded as being too weak and the first Constitutional Convention was formed to make a stronger document that would unify the country; *Brown*: segregation within schools; dealt with issue of integrating schools; *Plessy v. Ferguson*; many felt it was time to integrate black and white schools and that the "separate but equal" law was unconstitutional); includes an inaccuracy (*Brown*: once schools were segregated, careers and all other instances became equal for every race and background of people)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response best fits the criteria for Level 3. Although most aspects of the task are addressed, the vague reference to social change, incorrect information, and weak analysis regarding *Brown v. Board of Education of Topeka* detract from the overall quality of the response. In addition, the information describing the historical circumstances leading to the signing of the Declaration of Independence is very limited.

Practice Paper C—Score Level 0

The response:

Fails to develop the task; includes no relevant facts, examples, or details

Conclusion: The response fits the criteria for Level 0. The response identifies two turning points, states they are momentous, and concludes that they changed our nation. All this information is provided in the theme and task.

Practice Paper D—Score Level 1

The response:

- Minimally develops some aspects of the task for Henry Ford's use of the assembly line and the Great Depression
- Is descriptive (*Great Depression*: the Great Depression made many changes in the United States); includes isolated analysis (*Ford*: economically, this caused people to spend more money for social events and made these businesses earn more money; *Great Depression*: politically, the people in the United States were uncertain about the president and the government control of the situation); includes weak and faulty analysis (*Great Depression*: society decreased immensely through poverty and unhealthy circumstances)
- Includes few relevant facts, examples, or details (*Ford*: average everyday person was able to afford an automobile; more people would go to movies, go out to dinner, or see friends on Sunday afternoon drives)
- 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. The development of the changes resulting from Henry Ford's use of the assembly line and the historical circumstances of the Great Depression is minimal. The response includes overgeneralizations and inaccuracies concerning the effects of the Depression on the public.

Practice Paper E—Score Level 2

The response:

- Develops some aspects of the task in some depth by discussing changes resulting from the Declaration of Independence and Henry Ford's use of the assembly line
- Is primarily descriptive (*Declaration of Independence*: for the first time in American history, Americans were able to choose their own form of government and be free from outside influence; in the American economic system, Americans were able to choose what products they wanted to sell and at what price they wished to sell them; *Ford*: the assembly line made the production of goods a much quicker and easier process, allowing for products to be produced in large quantities; allowed people to drive distances to visit relatives and friends); includes isolated analysis (*Declaration of Independence*: the most important economic change was the end of "taxation without representation"; *Ford*: this led to a great boost in the American economy); includes faulty analysis (*Declaration of Independence*: without the meddling of the British in the Americans' everyday life, the people were much happier and for the first time free in the newly adopted government)
- Includes few relevant facts, examples, and details (*Declaration of Independence*: Thomas Jefferson; tax put on imported goods by the British; *Ford*: opened up many new jobs for American citizens; allowed for many cars to be produced and sold at a cheap price)
- Demonstrates a general plan of organization; includes an introduction and conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response describes the political and economic changes resulting from the signing of the Declaration of Independence and the economic and social changes resulting from Henry Ford's use of the assembly line, using broad generalizations. The historical circumstances of these turning points are not addressed.

United States History and Government
Part A Specific Rubric
Document-Based Question—June 2006

Document 1a

. . . Meanwhile, radio network officials had agreed that the announcer of the presidential broadcast would be Robert Trout of the Columbia Broadcasting System's Washington station, whose manager was Harry C. Butcher. Two introductions were prepared; a formal one by Trout; a folksy one by Butcher. Both were submitted for review in the White House, whence word came promptly back that Roosevelt much preferred the folksy one. So it was that, at ten o'clock in the evening of March 12, Bob Trout's mellow voice told some 60 million people, seated before nearly 20 million radios, that "the President wants to come into your home and sit at your fireside for a little fireside chat."

And Roosevelt did so.

Riding his richly resonant tenor voice, he came as a smiling and reassuringly confident visitor into nearly 20 million homes to tell his friends there—a Buffalo shipping clerk, an elderly widow in Des Moines, a wheat farmer on the High Plains, a gas station operator in Birmingham, a secretary-typist in Memphis, an Oregon lumberman, a Chicago factory worker, a Kansas college professor, each in his or her own dwelling place—that they need have no fear. Everything that had gone wrong was being fixed up, and in a way that would keep things from going wrong again. . . .

Source: Kenneth S. Davis, *FDR: The New Deal Years, 1933–1937*, Random House, 1986 (adapted)

1a According to this document, how did President Franklin Delano Roosevelt use the fireside chats on the radio to influence the American people during the Depression?

Score of 1:

- States how President Franklin Delano Roosevelt used the fireside chats on the radio to influence the American people during the Depression

Examples: he reassured the people that things would be better; he told them that things were being fixed up; he wanted them to feel better; to tell them he would keep things from going wrong again; to tell them they need have no fear; he treated the American people like friends; he was able to talk to many people at once

Score of 0:

- Incorrect response
Examples: the announcer would be Robert Trout; two introductions were prepared; he became an announcer; the purchase of radios was encouraged
- Vague response that does not answer the question
Examples: radio network officials agreed; introductions were submitted for review
- No response

Document 1b

. . . As a result we start tomorrow, Monday, with the opening of banks in the twelve Federal Reserve Bank cities — those banks which on first examination by the Treasury have already been found to be all right. This will be followed on Tuesday by the resumption of all their functions by banks already found to be sound in cities where there are recognized clearinghouses. That means about 250 cities of the United States. . . .

Source: Franklin D. Roosevelt, Fireside Chat, March 12, 1933

1b According to this document, what did the people learn about the banks during this fireside chat?

Score of 1:

- States what people learned about the banks during this fireside chat
Examples: the Treasury had examined the banks in Federal Reserve Bank cities; some banks would soon reopen; banks in 250 cities would open in a few days; some banks were sound; banks would be opened in twelve Federal Reserve Bank cities; banks in Federal Reserve Bank cities have been found to be all right

Score of 0:

- Incorrect response
Examples: many new banks were built in cities; only Federal Reserve banks will be opened; the Federal Reserve refused to reopen banks; all banks will reopen
- Vague response that does not answer the question
Examples: we start tomorrow; Federal Reserve banks are in cities; they were okay
- No response

Document 2

Veteran radio reporter, Robert Trout, speaking about radio news programs in the 1930s:

... It was a standard evening ritual in houses: people would gather round these rather large radio sets when the news came on, and nobody would talk very much until it was over. They listened to H. V. Kaltenborn bringing them coverage of the Spanish Civil War with the crackle of the rifles in the distance, and certainly nobody had ever heard real gunfire on the air before. Radio was bringing things right into people's homes, and it was beginning to affect the way people felt about what was going on in the world. So when something important happened in Europe, the country was prepared to listen. Americans had always been somewhat interested in Europe's affairs, but they just didn't feel that they were intimately affected by them. Now they were fascinated.

When Hitler annexed Austria, we did a full half hour of reports from Europe, with correspondents in Paris, Berlin, Washington, and London, and me in New York, acting as what would now be called an anchorman. Then in 1939 came the Czech crisis, which was a major radio event, and the country was enthralled by it all. They listened as much as they possibly could. We just took over the radio, doing minute-by-minute coverage, monopolizing the attention of the country. It was a great novelty then to be able to hear somebody like Hitler speaking, or to hear Neville Chamberlain coming back from Munich and waving the paper and saying, "This means peace in our time." To hear his actual words was amazing.

It's no exaggeration to say that radio brought the whole country together, all at the same instant, everyone listening to the same things. And the country liked being tied together that way. In the morning people would say, "Did you hear that last night? Did you hear Hitler speaking again? What was he talking about? Did you hear them all cheering, 'sieg heil'? What did you think?" It was on the tip of everybody's tongue. People didn't quite see, just yet, exactly how all these things overseas were ever going to intimately affect their daily lives. But it was the greatest show they'd ever been offered. ...

Source: Peter Jennings and Todd Brewster, *The Century*, Doubleday, 1998

2 Based on this description by Robert Trout, state *two* impacts that radio had on Americans in the 1930s.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* impact radio had on Americans in the 1930s

Examples: they listened every night for news; people would get together to listen to the radio; the radio brought world events into their homes; the news unified the country; people would not talk much to each other when the radio was on; they were fascinated by Europe's affairs; people could hear European leaders talk; it affected the way people felt about what was going on in the world

Note: To receive maximum credit, two *different* impacts must be stated. For example, *they were fascinated by Europe's affairs* and *Americans became interested in European affairs* are the same impact expressed in different words. In similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: reports were a half-hour long; reporters were sent to Europe; they had never heard real gunfire
- Vague response that does not answer the question
Examples: they listened; it means peace in our time; they needed an evening ritual; it was the greatest show they had ever been offered
- No response

Document 3



Source: U. S. Army, Adolph Treidler, artist, 1943

3 What was *one* purpose of this World War II poster?

Score of 1:

- States a purpose of this World War II poster
Examples: it encouraged women to work in factories; it encouraged women to support men/husbands overseas; to get women to support the war effort; to get women to become a WOW; to get women to work on tanks and other equipment

Score of 0:

- Incorrect response
Examples: to get more women to carry wrenches; to get women to join the army; to advertise new fashions
- Vague response that does not answer the question
Examples: so they could see their men; to get women to cover their hair; to help people look to the future; to support them
- No response

Document 4

Neal Shine, a reporter for *The Detroit Free Press*, writing of the newsreels shown in theaters during World War II:

. . . We watched the newsreels, the Hollywood version of World War II, with scenes from the battlefields where we were always winning. There was a lot of censorship, as we found out in later years, because nobody wanted anybody to know how bad it really was. If there were any dead bodies, they were Japanese bodies. But Hollywood's version of the war suited us kids just fine. We fought that war in the East End Theater, the Plaza Theater, and the Lakewood Theater. We were on Guadalcanal, we were in *Thirty Seconds Over Tokyo*, we were carried away to these places. I remember something called *The Boy from Stalingrad*, an absolutely hyped propaganda film about a kid who stopped the entire German army by himself. We identified with him because he was a kid and we were kids, and we damned well would do what he did if we had to. If the Germans ever ended up on the east side of Detroit, we would draw the line somewhere around Market Street and defend our territory, just like the boy from Stalingrad. . . .

Source: Peter Jennings and Todd Brewster, *The Century*, Doubleday, 1998

4 According to Neal Shine, what impact did newsreels and movies have on children during World War II?

Score of 1:

- States an impact that newsreels and movies had on children during World War II
Examples: because of censorship, children did not know how bad the war was; they fought the war through watching movies; propaganda helped children support the war effort; they did not realize Americans were also being killed in the war; children came out of the movies ready to fight the war if it came to them; they thought we were always winning

Score of 0:

- Incorrect response
Examples: they could escape thoughts of war; it discouraged them; they joined the army
- Vague response that does not answer the question
Examples: they watched the newsreels; there was a lot of censorship; it was the Hollywood version of World War II
- No response

Document 5

. . . Senator Joseph R. McCarthy, of Wisconsin, could not play upon the human emotions with the same skill as his friend, Richard Nixon. The trail that he [McCarthy] left on the face of my country will not soon fade, and there may be others who will try to follow in his footsteps. His weapon was fear. He was a politically unsophisticated man with a flair for publicity; and he was powerfully aided by the silence of timid men who feared to be the subject of his unfounded accusations. He polluted the channels of communication, and every radio and television network, every newspaper and magazine publisher who did not speak out against him, contributed to his evil work and must share part of the responsibility for what he did, not only to our fellow citizens but to our self-respect. He was in a real sense the creature of the mass media. They made him. They gave nation-wide circulation to his mouthings [opinions]. They defended their actions on the grounds that what he said was news, when they knew he lied. His initial appearances on television were in the role of a man whose sole desire was to oust communists from government and all responsible positions. That was his announced objective. The overwhelming majority of people undoubtedly sympathized with him. It has been said repeatedly that television caused his downfall. This is not precisely true. His prolonged exposure [on television] during the so-called Army-McCarthy Hearings, certainly did something to diminish [reduce] his stature. He became something of a bore. But his downfall really stemmed from the fact that he broke the rules of the club, the United States Senate, when he began attacking the integrity, the loyalty of fellow Senators, he was censured by that body, and was finished. The timidity of television in dealing with this man when he was spreading fear throughout the land, is not something to which this art of communication can ever point with pride, nor should it be allowed to forget it. . . .

Source: Edward R. Murrow, Guildhall Speech, London, 1959; Edward R. Murrow Papers

5 According to Edward R. Murrow, why was Joseph McCarthy a “creature of the mass media”?

Score of 1:

- States a reason that Edward R. Murrow thought Joseph McCarthy was a “creature of the mass media”

Examples: because the media gave him so much exposure; the mass media made him well known nation-wide; the media gave nation-wide circulation to his opinions; radio/TV/newspapers gave him extensive coverage

Score of 0:

- Incorrect response

Examples: his accusations were unfounded; he polluted the channels of communication; he lied; his desire was to get rid of communists; because he was dangerous

- Vague response that does not answer the question

Examples: his weapon was fear; he was politically unsophisticated; the responsibility for what he did must be shared

- No response

Document 6

... To keep things moving, Hewitt asked Kennedy: “Do you want makeup?” Kennedy had been campaigning in California and looked tanned, incredibly vigorous, and in full bloom. He promptly said, “No!” Nixon looked pale. He had made a vow to campaign in all fifty states and had been trying to carry it out. Besides, he had had a brief illness and has lost a few pounds; his collar looked loose around his neck. But after Kennedy’s “no” he replied with an equally firm “no.” Later his advisors, worried about his appearance, applied some Lazy-Shave, a product recommended for “five-o’clock shadow.”

The first debate was disastrous for Nixon. This had little to do with what was said, which on both sides consisted of almost ritualized [typical] campaign ploys and slogans. What television audiences noted chiefly was the air of confidence, the nimbleness of mind that exuded [came] from the young Kennedy. It emerged not only from crisp statements emphasized by sparse gestures, but also from glimpses of Kennedy not talking. Don Hewitt used occasional “reaction shots” showing each candidate listening to the other. A glimpse of the listening Kennedy showed him attentive, alert, with a suggestion of a smile on his lips. A Nixon glimpse showed him haggard; the lines on his face seemed like gashes and gave a fearful look. Toward the end, perspiration streaked the Lazy-Shave.

Edward A. (“Ted”) Rogers, principal television adviser to Nixon, protested the reaction shots. But Hewitt said they were a normal television technique and that viewers would feel cheated without them. Such elements may have played a decisive part in the Nixon catastrophe. Among those who heard the first debate on radio, Nixon apparently held his own. Only on television had he seemed to lose. . . .

Source: Erik Barnouw, *Tube of Plenty*, Oxford University Press, 1975

6 According to this document, how did John F. Kennedy benefit from his first televised campaign debate with Richard Nixon in 1960?

Score of 1:

- States a way that John F. Kennedy benefited from his first televised campaign debate with Richard Nixon in 1960
Examples: he looked healthy/vigorous; he appeared confident/smart; he looked interested when Nixon was speaking; Nixon looked haggard/fearful/pale; viewers could see Nixon’s perspiration

Score of 0:

- Incorrect response
Examples: Nixon held his own on radio; Nixon campaigned in 50 states; Nixon’s advisor protested reaction shots; Kennedy had been campaigning in California; Kennedy/Nixon used campaign ploys and slogans
- Vague response that does not answer the question
Examples: it was a disaster; he wore makeup; he smiled
- No response

Document 7

Martin Luther King, Jr., went to Birmingham in January 1963 to lead a campaign against segregation in public facilities, but his efforts there soon became a struggle against Jim Crow in all its insidious guises [subtle appearances]. In April King was arrested and jailed; on his release he and his aides began training children in techniques of nonviolent protest and sending them forth in orderly groups to be arrested. The strategy filled the city's jails with young blacks and provoked the city's pugnacious [combative] police commissioner, Bull Connor, into bringing police dogs and fire hoses into the fray. Charles Moore was there taking pictures for *Life* [magazine], and his unforgettable images of jets of water blasting demonstrators and of police dogs tearing into crowds helped put public opinion solidly behind the civil rights movement. Seldom, if ever, has a set of photographs had such an immediate impact on the course of history.

Source: Michael S. Durham, *Powerful Days: The Civil Rights Photography of Charles Moore, Stewart, Tabori, and Chang*

7 According to Michael S. Durham, how did photographs influence attitudes about the civil rights movement?

Score of 1:

- States the way in which photographs had an influence on attitudes about the civil rights movement
Examples: many Americans felt sorry for the civil rights protestors who were being chased by police dogs/blasted by jets of water; people felt sympathy for protestors; people became interested in the movement; it increased support for civil rights legislation/movement; police brutality caused controversy; many people chose to get involved; helped to put public opinion behind the civil rights movement; many people questioned the Southern position on civil rights

Score of 0:

- Incorrect response
Examples: young people were sent forth to be arrested; children were taught techniques of nonviolent protest; all police officers used dogs; only African Americans were arrested
- Vague response that does not answer the question
Examples: unforgettable images; dogs tearing into crowds; jets of water blasting demonstrators; campaign against segregation
- No response

Document 8

. . . A decade later, Vietnam was a different story. As journalist Arthur Lubow reminds us, “it was not a declared war and therefore the president could not impose military censorship.” Also, it was the first war fought on television. In his book about American war correspondents, *Under Fire*, M. L. Stein sums up what that meant: “Television reporters and photographers brought the war in Vietnam home. . . . Night after night, in the comfort of their living rooms, Americans witnessed the agony of the wounded and dying, the physical destruction, and the unremitting brutality of war. There were complaints, some from the Pentagon, . . . [of] a distorted picture of the conflict. . . .”

Source: Ted Gottfried, *The American Media*, Grolier Publishing, 1997 (adapted)

8 According to this passage, how did television influence public opinion during the Vietnam War?

Score of 1:

- States a way that television influenced public opinion during the Vietnam War
Examples: Americans witnessed the agony of the wounded and dying; Americans witnessed the physical destruction/unremitting brutality of war; Americans were exposed to the horrors of war night after night; reporters and photographers brought the war in Vietnam home

Score of 0:

- Incorrect response
Examples: it was not a declared war; the president could not impose military censorship; Americans were comfortable in their living rooms
- Vague response that does not answer the question
Examples: it was a different story; there were complaints about the war; watching the war night after night
- No response

United States History and Government
Content-Specific Rubric
Document-Based Question—June 2006

Historical Context: Since 1900, the mass media (newspapers, books, magazines, posters, photographs, newsreels, radio, films, and television) have had a significant influence on United States history and on American society.

Task: • Discuss the role that the mass media has played in influencing United States history *and/or* American society since 1900. Use historical examples to support your discussion.

Scoring Notes:

1. The response must discuss *at least two* specific historical examples of the role mass media played in influencing United States history and/or American society. The discussion of these examples may focus on United States history *or* on the influence on American society *or* they may be a combination of these two categories.
2. The response does not need to identify the category of influence specifically. The influence may be implied, depending on how the information provided is presented. The decision of what constitutes whether mass media influences United States history or American society may depend on the facts and examples used to support the position.
3. In some cases, the same specific example could be used to support the discussion of the role mass media played in influencing both United States history and American society since 1900, e.g., the role of media as it relates to Joseph McCarthy.
4. For the purpose of meeting the criteria of using *at least five* documents in the response, documents 1a and 1b may be used as separate documents if the response uses specific facts from each of the documents.
5. Specific historical examples before 1900 and after 1960 may be used as outside information to support the role that mass media has played in influencing United States history and American society, e.g., the impact of yellow journalism on the decision to fight the Spanish-American war as part of an American expansionist policy; television coverage of the success of Desert Storm increased public support for American military intervention in the Middle East; television coverage of the September 11 attack on the World Trade Center and its aftermath led to congressional support for the Patriot Act.

Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by using historical examples to discuss the role that the mass media played in influencing United States history and/or American society since 1900
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., *World War II*: links the impact of the media on public opinion as it shifts from isolationist sentiments in the mid 1930s to the support for mobilization and United States entry into the war; *Vietnam War*: links the media's role in the shift of public opinion from supporting containment in Southeast Asia to becoming critical of American involvement in Vietnam and finally withdrawing its support
- Incorporates relevant information from *at least five* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to the role that the mass media played in influencing United States history and American society since 1900 (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *World War II*: neutrality legislation in the 1930s, Cash and Carry, Lend-Lease Act, Pearl Harbor, mobilization; *Vietnam War*: credibility gap, My Lai, Gulf of Tonkin Resolution; Vietnamization, Johnson's decision not to run for re-election, *Pentagon Papers*, Kent State, War Powers Act
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task by using historical examples to discuss the role that the mass media played in influencing United States history *and/or* American society since 1900, but may do so somewhat unevenly such as discussing one aspect of the task more thoroughly than another
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., *World War II*: discusses the impact of radio in stimulating American interests in the debate over neutrality policies of the 1930s; *Vietnam War*: discusses the impact of televised war on waning public support for the Vietnam War
- Incorporates relevant information from *at least five* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

- Develops **all** aspects of the task with little depth, *or* develops **most** aspects of the task in some depth, *or* thoroughly develops *at least one* historical example of the influence of mass media on United States history or American society, using Level 5 criteria
- Is more descriptive than analytical (applies, may analyze, and/or evaluate information)
- Incorporates some relevant information from some of the documents
- Incorporates limited relevant outside information
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

Score of 2:

- Minimally develops **all** aspects of the task *or* develops *at least one* historical example of the influence of mass media on United States history or American society 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

Role Mass Media Played in Influencing United States History and American Society since 1900

Document	Key Ideas from Documents	Relevant Outside Information (This list is not all-inclusive)
1	<p>FDR used radio (fireside chats) to inform people that he was trying to end the Depression</p> <p>Encouraging words from FDR assured people that things would improve</p> <p>FDR informed people in a fireside chat that banks would reopen</p>	<p>Radio became major medium of entertainment and information for most American families during the 1920s</p> <p>Mass consumer consumption culture of 1920s sparked by new advertising techniques (mass circulation magazines, newspaper, radio, 10¢ escapist novels)</p> <p>Some economists used magazine and newspaper articles to predict farm and factory overproduction, on-margin stock purchases, overexpansion of credit, and weak banking system would lead to downturn in economy</p> <p>Radio broadcast of FDR's inaugural speech inspired many Americans suffering from the Depression</p> <p>FDR was first president to use the radio to gain public support for his programs</p> <p>Radios and newspapers used to express opposition to New Deal (Father Coughlin, Long, Townshend)</p> <p>Photographers (White and Lange) conveyed dimensions of Depression (soup kitchens, Okies, Arkies, hungry farm families)</p> <p>Steinbeck's <i>Grapes of Wrath</i> chronicled the migration of Dust Bowl victims to California</p> <p>WPA (Federal Arts Projects) sponsored artists who painted public murals throughout the United States and designed posters advertising New Deal programs</p> <p>Motion picture industry publicized New Deal programs and incorporated optimistic themes in their movies</p>
2	<p>Radio brings 1930s world events into homes (Spanish Civil War, Hitler's actions, Munich agreement)</p> <p>Radio helped Americans become more interested in European events</p> <p>Listening to the radio became a standard evening ritual in homes</p> <p>Radio united the country as everyone was listening to the same things</p>	<p>Newspapers and books exposed Americans to events in Europe and resulted in national foreign policy debates regarding isolationism versus neutrality</p> <p>FDR used press conferences to gain support for revision of Neutrality Acts</p> <p>FDR's address to Congress broadcasted to the nation after the Japanese attack on Pearl Harbor and resulted in most Americans abandoning isolationist sentiment and uniting behind the war effort</p>
3	<p>United States Army poster inspired women to support and/or join the war effort</p>	<p>Government posters urged Americans to enlist in military</p> <p>Government posters encouraged women to work in factories, offices, and jobs generally considered "inappropriate" during peacetime (Rosie the Riveter)</p> <p>Posters had an impact on traditional societal attitudes toward the role of women</p> <p>Films, government posters, unions, employers, and family obligations used to discourage women from working after war ended</p> <p>Government posters encouraged Americans to buy war bonds and support rationing; posters contributed to patriotic fervor</p>

Document	Key Ideas from Documents	Relevant Outside Information (This list is not all-inclusive)
4	Newsreels and movie propaganda involved children in the war and portrayed the Hollywood version of World War II	Office of War Information hired Hollywood film makers to sell war message, inspire patriotism, and maintain national morale; famous Hollywood stars engaged in war bond drives and made propaganda films and commercials Magazines (<i>Time</i> , <i>Life</i>) and newspaper coverage kept Americans better informed through print and photographic journalism Some children did not learn the realities of World War II until they became adults
5	TV, newspapers, magazines, and radio contributed to the rise of McCarthy McCarthy's use of the media influenced American attitudes toward communism Television has to remember its role and its responsibility in shaping political events	Media coverage of post World War II events helped spread fear of communism Storylines in comic books, films, and novels often described communism in threatening and frightening terms Fears about communist expansion from media coverage resulted in public support for the foreign policy of containment Press coverage of the House Un-American Activities Committee, investigations of the motion picture industry, and Alger Hiss increased concern over communist influence on American society Media coverage of Hollywood Ten and blacklists influenced film industry to produce more entertainment films and avoid controversial social topics Radio coverage and print reporting of McCarthy's Wheeling, West Virginia, speech began his anti-communist crusade and contributed to America's fears McCarthy's false accusations led to ruined careers and lives Thirty-six days of televised Army-McCarthy hearings resulted in many Americans questioning McCarthy's motives, tactics, and accuracy
6	Televised debates enhanced Kennedy's position as a candidate Appearance of Nixon on televised debates weakened his image as a candidate Extensive photographic coverage of Kennedy and his family in magazines and newspapers reinforced his youthful appeal First televised presidential debates lessened Nixon's personal and visual appeal and made a difference in the outcome of the 1960 election	Expansion of technology in 1950s led to millions of television sets being sold and politicians began using television as a campaign tool By 1960, almost every American home had a television Kennedy's youth and relative inexperience added to his attractive, natural television presence Kennedy's televised inaugural address inspired many Americans with its idealism and the challenge of a "New Frontier" Television became a dominating force in presidential elections (nomination of candidates, debates, campaign coverage, and campaign advertising) Television allowed politicians to go directly to the voters, which may have diminished the influence of political parties

Document	Key Ideas from Documents	Relevant Outside Information (This list is not all-inclusive)
7	<p>Support for the civil rights movement increased</p> <p>Photographic coverage of violent reactions to peaceful civil rights demonstrations increased sympathy for the movement's objectives</p> <p>Clashes between police and demonstrators became more frequent</p> <p>Charles Moore's pictures led to a backlash against white brutality</p> <p>Martin Luther King, Jr. encouraged young African Americans to take nonviolent action against segregation in public facilities</p>	<p>Television news brought the immediacy of the civil rights struggles into American homes (Rosa Parks, Little Rock, Freedom Rides, March on Washington)</p> <p>Photographs of sit-ins and demonstrations show determination of civil rights protestors (Greensboro)</p> <p>Media coverage encouraged public support for congressional action (Civil Rights Acts, Voting Rights Act)</p> <p>Media coverage led the executive branch to exercise more leadership in the area of civil rights (Little Rock)</p> <p>Media coverage of the more radical civil rights activists led some Americans to question their support for the movement</p> <p>Media coverage of the riots in major cities raised concerns about the ability of police to cope with the problem</p>
8	<p>News coverage of Vietnam War made people question support of the war</p> <p>First war fought on television</p> <p>Pentagon questioned biased coverage of Vietnam War by media</p> <p>Television exposed people to brutality of war on a daily basis</p>	<p>Most newspaper editorials supported containment policies in Southeast Asia during the Eisenhower and Kennedy administrations</p> <p>Johnson's Americanization of the war led to more coverage by print and television journalists and stimulated public interest and concern for events in Southeast Asia</p> <p>Media coverage of the war influenced Lyndon B. Johnson's decision not to seek reelection in 1968</p> <p>Reports of events (Tet offensive, My Lai massacre), coverage of the expanding war protest movement, and a growing number of casualties made Americans question the nation's commitment to Vietnam</p> <p>News of reports of the Cambodian invasion led to widespread campus unrest and further disillusionment with the war</p> <p>Photographs and film footage of violence at Kent State and Jackson State influenced public opinion about the war's negative effects on American society</p> <p><i>New York Times</i> and <i>Washington Post</i>'s publication of <i>Pentagon Papers</i> exposed flawed decision-making and deception further eroding support for the war</p>

Mass media has played a very important role in American history and society since 1900 through forms such as radio, television, magazines, newspapers, and more; information has been spread to the American people. The media has been used in many ways and forms throughout the twentieth century to have an influence on society.

Early mass media in the 1900's were mainly radio and written. One of the first uses of mass media was done in writing by the muckrakers. Upton Sinclair, for instance, in The Jungle exposed the corruption in the meat packing industry. Partly due to this, new regulations such as the Meat Inspection Act, were passed by the government. Ida Tarbell wrote about the corruption in business. Other muckrakers wrote about the problems and poverty of the poor people in cities as in the book, How the Other Half Lives. Another early use of mass media that affected society was the fireside chats with President Franklin D. Roosevelt. After being introduced to the people, he would talk about the nation's current situation in the Depression such as when the banks would re-open. (Document 14, 18) By doing this, Roosevelt kept the people informed about programs and issues of the Great Depression. It was his confidence that helped restore hope to the American people and regain confidence in the economy. Mass media was also used widely during wartime to influence people.

Especially during World War II, mass media was used in the way of propaganda to rally people for the war effort. One of the main ways for this was in posters. Posters showed strong women taking the place of men in factories to help support the war. (Document 3) Other posters attempted to recruit men in ways such as Uncle Sam with his slogan "We want you!" to try to encourage men to feel a patriotic obligation. Other posters were used to encourage other ^{aspects} ~~aspects~~ of

the home efforts for the war like "car pooling" to support the government's policies on gas rationing. Music played a role in the propaganda as well, with war songs, such as "The Bugle Boy of Company B" becoming popular. These songs being played on the radio increased support for American soldiers fighting on the front. However, the mass media during other wars had a different effect on the people.

The Vietnam War also had much mass media associated with it. Yet, this time the media helped to lead to a negative look at the war. Television brought the brutality and the agony into the homes of the people. (Document 8) By seeing this, many people of all ages and backgrounds began to protest throughout the country, and the war to stop the spread of communism became very unpopular. Music was again used but this time in protest. Songs were written that were anti-war such as "Give Peace a Chance" from the Beatles. Other songs portrayed the negative aspects of Vietnam. Another example of the use of mass media is in presidential elections.

Television and radio has played a big part of elections after 1900, especially in broadcasting debates. For instance, the Nixon vs Kennedy debates were the first ever televised. Over the radio, the debate seemed evenly sided. However, television portrayed Kennedy as vibrant and relaxed while Nixon looked old and nervous. This probably played a big part in Kennedy's election. (Document 6) Still today, debates are televised and play an important role in elections. The image of candidates can be much different if viewed on television. In 2004, George Bush's televised debate appearances made him seem more natural than John Kerry. This made him more appealing to many voters. A final example of

mass media's power of influence was seen in the search for equal rights.

The civil rights movement used mass media in many ways to expand the movement. Television allowed the leaders such as Martin Luther King, Jr. to have their speeches broadcast to reach a larger number of people. Most Americans have seen the "I Have a Dream" speech on television and video. Document 7 describes the brutality taking place in Birmingham, Alabama and tells about the role photographs played in the movement. Pictures in the press showed the harsh treatment toward Freedom Riders. The media helped to gain sympathizers for the Civil Rights Movement. Women were also helped in their quest for equality, especially by the book Feminine Mystique. This, like the civil rights movement, gained support for equal rights for men and women.

Since 1900, the media has played a ~~key~~ crucial role in American history and society. Several specific examples showed the impact that the media had on the public and their opinions. Public opinions can be changed very easily, and a good example of this is through the use of mass media.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by using historical examples to discuss the role that the mass media played in influencing United States history and American society since 1900
- Is more analytical than descriptive (Roosevelt kept the people informed about programs and issues of the Great Depression; Roosevelt's confidence helped restore hope to the American people and regain confidence in the economy; during World War II, media was used as propaganda to rally people for the war effort; posters showed women taking the place of men in factories to help support the war; media helped lead to a negative look at the Vietnam War ; television brought the brutality and agony into the homes of the people; debates probably played a big part in Kennedy's election; image of candidates much different if viewed on television; media helped gain sympathizers for the civil rights movement)
- Incorporates relevant information from documents 1, 3, 6, 7, and 8
- Incorporates substantial relevant outside information (Upton Sinclair exposed the corruption in the meat packing industry in the *Jungle* which in part led to new regulations like the Meat Inspection Act; Ida Tarbell wrote about the corruption in business; others wrote about the problems and poverty of the poor people in the cities; poster of *Uncle Sam* with his slogan "We want you!" tried to encourage men to feel a patriotic obligation; posters used to encourage other aspects of the home efforts for World War II such as carpooling to support the government's policies on gas rationing; popular songs increased support for soldiers on the front; people of all ages and backgrounds began to protest throughout the country; the war to stop the spread of communism became very unpopular; antiwar songs such as *Give Peace a Chance* by the Beatles; in 2004, George Bush's televised debates made him seem more natural than John Kerry, which made him more appealing to many voters; television allowed leaders such as Martin Luther King, Jr., and his "I Have a Dream" speech to be broadcast to reach a larger number of people; photographs showed harsh treatment toward Freedom Riders; women were helped in their quest for equality, especially by the book *Feminine Mystique*)
- Richly supports the theme with relevant facts, examples, and details (muckraker; *How the Other Half Lives*; Roosevelt's fireside chats; *Bugle Boy of Company B*; Nixon-Kennedy, first televised presidential debates; equal rights for men and women)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that mentions that public opinion can be easily changed by mass media

Conclusion: Overall, the response fits the criteria for Level 5. The sophisticated use of document information and integration of supporting historical details and outside information contribute to the overall effectiveness of the response. The inclusion of music and literary references further enhances the discussion of media's impact on American society.

Since 1900, the media has sculpted the values and morals of the common American. The wide scale availability of radio, and later television, allowed a majority of families to watch and hear the same broadcasts as a country. Mass media in the twentieth century has created strong sentiments both for and against war, raising nationalism to a new plateau, previously unreachable during the 19th century.

National crises have surfaced over the years. The Great Depression was perhaps the greatest peacetime economic disaster of the twentieth century. The catastrophe, a product of expansion of credit and overproduction of World War I farm products left the nation bereft of hope. Radio was the beacon of hope for the people. FDR ~~as~~ became the cajoling paternal figure of the nation with his "fireside chats." As countless families tuned into the "fireside chats" they felt warmed by ~~the~~ FDR's soothing words (Doc 1). He promised future economic stability through the establishment of the FDIC, the organization of ^{the} AAA, CCC, and other government funded projects. The radio helped the country to unite and relax as this new promised stability to a forlorn people and people started putting their money back into the banks. ~~But~~

Although FDR was genuine in his appeal to the public, the media has also been used to distort. In the impending WWII crisis, movies portrayed Allied victories in Europe to raise the

American morale, although some of these fabricated film victories never actually happened. "The Boy from Stalingrad," perhaps one of the most influential films of the era created a bond between Russians and Americans while widening the gap between Germans and Americans. (Doc. 4). After the war an impression was created in American minds against the foe of communism. Radio brought to American ears the incriminating voice of Senator McCarthy who used fear to accuse so-called "communists" in the government. While radio abetted the rise of McCarthy, television was one of the things that defeated the monster (Doc. 5). His continued portrayal on television and the escalation in the number of charges made the public cast a wary eye on him. People began to ask themselves if he was for real or if the whole ordeal was a scam to quench the public's fear of communism and to promote his own political career. The Senate finally censured him and he was finished.

In this sense, television and radio have been used to incite fears of the public and unite people across the country. When the country was warned of Hitler's madness in expanding his domain, the public was aroused and frightened (Doc. 2). More importantly, it was united. When people heard the same news broadcasted across, the country was learning the same news, feeling the same feelings, and developing a popular sentiment. Fears about the spread of communism again surfaced with the Vietnam War. Vietnam protests

were ^{also} a product of the media. Gory TV images transmitted across the seas created feelings against the previously popular war against communism. "Americans witnessed the agony of wounded and dying" and cringed as they saw the injustices and brutality growing ^{overseas} ~~over~~ (Doc 8). In this sense, many people began to rally against war in Vietnam. Had these images not been available to the public, Americans probably would ^{have} wholeheartedly continued their support for the war on communism. Television coverage of college protests as well as increasing numbers of American casualties made Americans question this undeclared war.

The same issues are present in modern day society. The primary reason the Iraq war is growing to become unpopular is the fact that TV broadcasts, newspapers, and radio broadcasts all relay the number of deaths while supplementing these numbers with pictures of inhumanity on behalf of the Iraqi people. Huge antiwar sentiment has arisen as an effect of this media influence. So, throughout the 20th century and into the 21st century, media has been uniting people for and against certain causes, but uniting the country nonetheless.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by using historical examples to discuss the role that the mass media played in influencing United States history and American society since 1900
- Is more analytical than descriptive (media has sculpted the values and morals of the common American; wide-scale availability of radio and later television allowed a majority of families to watch and hear the same broadcasts; news media in the 20th century created strong sentiments both for and against war; nationalism raised to a new plateau, previously unreachable during the 19th century; Great Depression perhaps the greatest peacetime economic disaster of the 20th century; catastrophe left the nation bereft of hope; radio became a beacon of hope for people; Roosevelt became the cajoling, paternal figure of the nation with his fireside chats; Roosevelt promised stability to a forlorn people; movies raised American morale, although some of the fabricated film victories never actually happened; after World War II, an impression was created in American minds against the foe of communism; radio brought the incriminating voice of Senator McCarthy who used fear to accuse so-called communists from government; while radio abetted the rise of McCarthy, television was one of the things that defeated the monster; the country was warned of Hitler's madness in expanding his domain; fears about the spread of communism again surfaced with the Vietnam War; if gory television images transmitted across the seas had not been available to the public, Americans probably would have wholeheartedly continued their support of this war on communism)
- Incorporates relevant information from documents 1, 2, 4, 5, and 8
- Incorporates substantial relevant outside information (Roosevelt promised future economic stability through the establishment of the FDIC, the AAA, the CCC, and other government-funded projects; people started putting their money back into the banks; McCarthy's escalation in the number of charges made the public cast a wary eye on him; people began to ask themselves if McCarthy was for real or if the whole ordeal was a scam to quench the public's fear of communism and to promote his own career; Vietnam protests were a product of the media; comparison of anti-war sentiment towards Vietnam to current war in Iraq)
- Richly supports the theme with relevant facts, examples, and details (expansion of credit and overproduction of farm products from World War I; FDR's fireside chats; *Boy from Stalingrad*, perhaps one of the most influential films of the era, created a bond between Russian and Americans while widening the gap between Germans and Americans; television coverage of college protests against Vietnam War)
- Demonstrates a logical and clear plan of organization; includes an introduction that states how the availability of media has created strong sentiments for and against war, raising nationalism to a new plateau and a conclusion that discusses current events in Iraq to explain the media's role in the increasing unpopularity of the current Iraq war

Conclusion: Overall, the response fits the criteria for Level 5. The excellent integration of outside information with the analysis of document information clearly demonstrates how the media has been used in a positive way and how the media has been used to incite fear and distort information.

Since the turn of the 19th century, mass media, in the form of film and text has significantly influenced American society and the course of history. Various forms of mass media have generally instilled and reinforced a sense of nationalism among the American people during times of national unrest. However, media has also been a crucial means of communication, keeping people informed on developing issues of national concern. As a result, media has also kept the American public aware of the many injustices of our government. Nonetheless, mass media has been a central figure in America for both positive and negative reasons that need to be weighed equally through analysis.

Since 1900, mass media has played a role in America's history that will never be forgotten. Beginning with the infamous muckrakers, who cleverly exposed the corruption of inner cities and municipalities, mass media has fascinated the American public. During the Great Depression, the media, in the new form of radio, allowed public acceptance of a new natural leader - President Franklin Delano Roosevelt (FDR). FDR was to become one of the greatest presidents of all time, most noted for his attempts at combating the depression and bringing America through WWII. FDR promised change, and America listened to his promises and goals during the

famous fireside chats. (DOC 1A). These chats were aired on the national radio, and they gave FDR the opportunity to directly address the American people. The chats allowed FDR to communicate to the public and to ease their fears about the Depression. He promised a "New Deal," and claimed that "the only thing we have to fear is fear itself." His radio talks always began with "My friend," and the public responded to such greetings with increased curiosity and restored confidence. FDR, through the radio, was able to successfully get Americans off their feet and ready to make immediate change. With this renewed hope, FDR helped battle the worst of the Depression, and eventually America got up on its feet again. However, the Depression would only be solved through WWII.

During WWII, the radio was again important for two major reasons. The radio kept the people informed and it brought the country together in a united front against the enemy. People were kept up to date with coverage from Europe, and nationalism increased as the public became engrossed in winning the second Great War. (Doc 2).

The radio was the first big step at unifying a distraught people, and propaganda became the second step at inciting a national war effort. Posters, pamphlets,

and other forms of propaganda became ubiquitous during the war years. As men went off to fight for our country, women were left at home. Posters like the famous poster of Rosie the Riveter, often caused women across the country to become involved in the war effort, (Doc 3) by going to factories and assuming traditional male roles. Again, patriotism increased and women felt as if they were involved in the war. For children the experience was similar. Movies and newsreels glorified the war, and children felt involved as they saw fellow Americans defeat the Germans. Even ~~totally~~ ^{though} these movies were often misleading, they had a universal effect on the American public. Unfortunately, there have been times when the media has showed the negative aspects of American society as well. During the era of McCarthyism, the television showed people the injustices of the McCarthy raids. When McCarthy was publicly dishonored after his wrongful accusations, the television caused people to become aware of the unfortunate corruption that existed in American government. All of McCarthy's initial successes at inciting an anti communist sentiment were discredited after his public humiliation that was of course, televised (Doc 5). This shows us that although media has been a source of nationalism and hope, it has also been used to expose the few that remain known for disreputable actions, dating back to the era of the mockers up until the images from the Vietnam War. Media has been omnipresent since 1900 in the many forms that it comes in (visual and textual). It has both kept Americans up to date with developing issues, and it has restored confidence in the public during times of national unrest. Media has also shed light on the many injustices that are still present in America. In general, media has been a useful source of communication during the 20th century.

Anchor Level 4-A

The response:

- Develops all aspects of the task by using historical examples to discuss the role that the mass media played in influencing United States history and American society since 1900
- Is more analytical than descriptive (various forms of mass media have generally instilled and reinforced a sense of nationalism during times of national unrest; kept the people informed of the many injustices in our government; radio allowed public acceptance of a new national leader; Roosevelt promoted changes and America listened to his promises and goals; public responded to Roosevelt's greeting with increased curiosity and restored confidence; radio brought country together in a united front against the enemy; propaganda became the second step in inciting a national war effort; women assumed traditional male roles and women felt as if they were involved in the war; movies and newsreels were often misleading; McCarthy was publicly dishonored after his wrongful accusations; media has also shed light on the many injustices that are still present in America)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and mentions document 8
- Incorporates relevant outside information (muckrakers cleverly exposed the corruption of inner cities and municipalities; Roosevelt, who became one of the greatest presidents of all time, was most noted for his attempts to combat the Depression; "the only thing we have to fear is fear itself"; Depression would only be solved through World War II; second "Great War"; posters, pamphlets and other forms of propaganda; Rosie the Riveter)
- Supports the theme with relevant facts, examples, and details (Great Depression; fireside chats; World War II; New Deal; McCarthyism)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discuss media as a useful source of communication for both positive and negative reasons

Conclusion: Overall, the response fits the criteria for Level 4. Although the discussion about McCarthy is somewhat vague, a good understanding of the influence of mass media is demonstrated. The summaries of document information are generally effective and the inclusion of relevant historical examples contributes to the narrative.

With the invention of the radio and television, newspapers, books, magazines, posters, photographs, newsreels, films and other forms of mass media, the lives of the American people and US history were affected significantly in the 20th century. Through an examination of each form of mass media, during different significant periods throughout the century, we will see how American society and US history were influenced.

During the Great Depression which was caused by overproduction, overspeculation, overextension of credit, and decrease in foreign trade, Franklin D. Roosevelt began to have fireside chats in which he'd talk to the American people through the radio. In these fireside chats, FDR built hope and confidence in the American people. He also reassured them every night that things were going to be fixed and everything would be all right. The people were also informed of FDR's policies, such as the Bank Holiday in which all banks were closed and checked out by auditors. ^(Doc 1) The approved banks were reopened. This was done to build confidence and trust in the banking system of America among US citizens. The radio also brought news and entertainment into homes. It was beginning to affect the way people felt about what was going on in the world. It informed them of world events. Also, the radio brought Americans together. It united them. ^(Doc 2)

During WWII, men were drafted to fight overseas in Europe. The women were left ^{at} home. In Doc 3, the purpose of the poster is to have women work in factories or fill jobs that used to be for men (but they've gone to war) in order to support the war effort by producing and manufacturing war supplies for their men overseas. Many posters during WWII encouraged men to enlist in armies,

be conservative with food and war materials, such as gasoline and steel, and have women help out. Posters also incited patriotism as newsreels did. For example, Hollywood newsreels incited patriotism in their audience and always showed the U.S. winning the war. Furthermore, in Document 7, which talks about photographs of African Americans being brutalized by dogs and police in Birmingham, Alabama, incited feelings of sympathy. Photographs in the 1960s when the civil rights movement was going underway, showed how cruelly blacks were being treated and the civil rights movement gained more support through sit-ins, bus boycotts, nonviolent marches, SNCC, and ^{the} SCLC.

Television had a major impact on the lives of American people and history. For example, by showing the agony, brutality, and destruction of the Vietnam War, television conjured up antiwar sentiments among the public. Furthermore, in the election of 1960, television helped determine the outcome immensely. John F. Kennedy ^{benefitted} from the ^{1st} televised campaign debate with Nixon in 1960 by his confident appearance. JFK had an air of confidence, nimbleness of mind, and vigor while Nixon appeared pale, fearful, and haggard. In the "reaction shots," JFK looked alert and attentive. Obviously, JFK, the confident, handsome young man was elected president. Moreover, during the Red Scare Joseph McCarthy, a Republican who accused Democrats of being communists, played upon the fear of communism among the people. McCarthy was a "creature of mass media" because the media gave nation-wide circulation ^{to} for his opinions. The television gave rise to McCarthy and his accusations but contributed to his downfall too.

It did so by exposing McCarthy constantly during the Army-McCarthy Hearings, which diminished his stature. He became a bore to the people. As we have seen, the mass media affected many outcomes of US history and the lives of the American people. Forms of mass media informed the people, entertained them and let them know what was going on in the country of America and in the outside world. The audience was the judge of matters.

Anchor Level 4-B

The response:

- Develops all aspects of the task by using historical examples to discuss the role that the mass media played in influencing United States history and American society since 1900
- Is both descriptive and analytical (approved banks were opened to build confidence and trust in the American banking system; radio brought Americans together and united them; women worked in factories to fill men's jobs, who had gone to war; women worked at producing and manufacturing war supplies for their men overseas; photographs during the civil rights movement incited sympathy; McCarthy played upon the fear of communism and the fear of the people; the media gave nationwide circulation to McCarthy's opinions)
- Incorporates relevant information from all the documents
- Incorporates substantial relevant outside information (Great Depression caused by overproduction, overspeculation, overextension of credit, and decrease in foreign trade; Bank Holiday where all banks were closed and checked out by auditors; radio brought entertainment into homes; during World War II, men drafted to fight overseas in Europe; many posters during World War II encouraged men to enlist in the army and be conservative with food and war materials such as gasoline and steel; posters and newsreels incited patriotism; civil rights gained more support through sit-ins, bus boycotts, nonviolent marches, SNCC, and the SCLC; television conjured up antiwar sentiments among the public; Red Scare)
- Supports the theme with relevant facts, examples, and details (Roosevelt's fireside chats; Vietnam War; Nixon-Kennedy television debate in the election of 1960; Army-McCarthy hearings diminished McCarthy's stature)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are little more than a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. Most of the response demonstrates a good understanding of the impact of media. Outside information is generally well explained and integrated into the response. The impact of radio and television are quite clear; however, the combination of posters, newsreels, and print media in one paragraph is somewhat confusing.

The creation of the ^{mass media} ~~television~~ ^{radio}, many say, opened up the flood gates for the people to see what was occurring at home and abroad. While some television and radio documentaries promoted civic virtue and nationalism, many of these documentaries also showed that American society was not as impeccable as many people believed. At the same time, people learned what the government had been doing to become more prosperous. Since 1900, the mass media have had a significant influence on United States history and on American society.

The presidential election, during the Great Depression, showed to be a easy win for Franklin Roosevelt in that he won all states but New Hampshire and Vermont. During his presidency, he set up fireside chats which informed the American people the progress of the Great Depression. According to Document 1A, Roosevelt told the American people that they should have no fear and that everything that had gone wrong was being fixed up. Similarly, in 1B, people learned of the ~~repe~~ reopening of banks after that they been closed due to the dramatic and vast loss of money. These fireside chats was the first time that any American President had communicated with his or her people. Not surprisingly, these fireside chats are still shown today when the President gives his weekly ~~at~~ radio addresses on Saturday Mornings. As seen in Document 3, this poster shows the greater trust that Americans had for women. Women who followed the steps of the "Woman Ordinate Worker"

worked in factories in order to make war time materials for those soldiers in Europe. Women also contributed to the win of WWII by being involved in "Meatless Tuesday" and rationing of food. Rationing is the cut back of food so that the excess could be sent to those troops at war. The technological advancement in mass media also impacted children as seen in Document 4. Movies such as *The Boy from Stalingrad* hyped the feeling that if the Germans ever attacked "the east side of Detroit" they would defend our territory.

Unfortunately, all wasn't as perfect as it may seem. Mass media also showed the evil side of us Americans. According to Document 7, African Americans were ~~attacked~~ attacked by police dogs when fighting for equal rights. Such behaviors of white men can also be seen in the memoir *"Warriors Don't Cry"*. In this book, a girl tells of her story, and nine of her peers, on the first day of integration at a Arkansas school. The girl was often spat and kicked at for the color of her skin. The National Guards, who had been called to duty, were not much better in their treatment of these nine African Americans fighting for integration. Media was also used to show the dark of our government in times of war. During the Vietnam War, (Document 8) "Television reporters and photographers brought the war in Vietnam home..." Americans witnessed the agony of the wounded and dying, the physical destruction, and the unremitting of war. These documentaries turned the American public against their soldiers. So much that when these soldiers returned from their

stay in Vietnam they were not greeted with open arms as soldiers usually are when returning home for an extensive period of time. In times of Vietnam, it took ten years for the soldiers to be ordered to come home.

In conclusion, since 1900 the mass media have had significant influence on American History and Society.

Anchor Level 4-C

The response:

- Develops all aspects of the task by using historical examples to discuss the role that the mass media played in influencing United States history and American society since 1900
- Is more descriptive than analytical (mass media opened up the floodgates for the people to see what was occurring at home and abroad; banks closed due to the dramatic and vast loss of money; women worked in factories to make wartime materials for soldiers in Europe; mass media also showed the evil side of Americans; African Americans attacked by police dogs when fighting for equal rights)
- Incorporates relevant information from documents 1, 3, 4, 7, and 8
- Incorporates relevant outside information (some television and radio documentaries promoted civic virtue and nationalism, but others showed that American society was not as impeccable as many people believed; presidential election during the Great Depression won easily by Roosevelt; fireside chats set up to inform the people of the progress of the Great Depression; fireside chats were one of the first times any American President had used the radio to communicate with the people; fireside chats still used today when the president gives his weekly radio address on Saturday mornings; women contributed to winning World War II by being involved in “Meatless Tuesdays” and rationing of food; synopsis of *Warriors Don’t Cry* and its relation to civil rights movement; National Guard in Arkansas with Little Rock Nine; media’s coverage of Vietnam turned the American public against their soldiers so that when the soldiers returned from their stay in Vietnam they were not greeted with open arms as soldiers usually are)
- Supports the theme with relevant facts, examples, and details (Woman Ordnance Worker; *The Boy from Stalingrad*; Vietnam War); includes a minor inaccuracy (New Hampshire and Vermont as the only states Roosevelt lost in 1932)
- Demonstrates a logical and clear plan of organization; includes an introduction that explains the various uses of the mass media and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 4. The sections on the comparison of Little Rock, as described in *Warriors Don’t Cry*, to Document 7 and the comparison of returning Vietnam soldiers to previous soldiers are insightful. They demonstrate a good understanding of the influence of mass media. Although the integration of outside information and document information is good, several overgeneralizations weaken the response.

Over the past 100 years, the opinions and attitudes expressed by the general population have been shaped by one large, driving force. The media, including newspaper, radio and television, has had a significant role ~~of~~ on American society. The role media has played, while ~~some~~ sometimes deceptive, has lasting positive effects due to the mass audience reached and the reality of the atrocities of a modern society.

During the 1930's, radio had become very popular. Although the Great Depression was occurring people still turned to their radios for entertainment and information. FDR used this to his advantage by giving what he called "fireside" chats. He spoke candidly and truthfully to his citizens attempting to reassure the country better times were ahead. According to Kenneth Davis FDR reached people of all professions and regions of the country, delivering to all of them the same message - don't be afraid. Hearing FDR's voice and his confident statements was what people needed to stay optimistic in the Depression. Radio played a huge role in keeping people from giving up hope for a better economy and society.

Media also played a huge role in wartime. WWII was the first war where newsreels and radio broadcasts could be heard from Europe. Neal Shine offers his memories

of the newsreels from when he was a child. The picture he paints though is a romantic image of war. Glory in Japanese soldiers dying and American victories overseas. He said he and his friends thought highly of war and would do any noble deed like the "Boy from Stalingrad" to defend against Germans. Media did not always give people the whole truth. Images of fallen Japanese soldiers made Americans want to fight. Pictures of dead Americans never made it to the reels. Media had deceived America from the truth about war and left the people with a feeling of distrust when the war was over and the casualties were counted.

A photograph can have a strong impact on someone. Graphic pictures reveal a lot of truth sometimes truth that is unwanted. This is shown in pictures taken in Birmingham, Alabama during the Civil Rights Movement in the 1960s. African Americans were following Dr. Martin Luther King's advice of civil disobedience. People took part in marches, sit-ins, boycotts and demonstrations. ~~As~~ Charles Moore's pictures of police dogs attacking the blacks stirred up a lot of feelings on both sides of the movement. Police brutality and denying the rights of citizens became huge debated issues. The media brought this to the people's attention. Although the images may

seem disturbing and graphic, they depicted the truth. The truth was what was needed to spark the Civil Rights movement.

Also during the 1960's was the presidential campaign. It would be the first televised debates and for the first time, people would actually see the candidates speaking. This was very advantageous to JFK a young passionate speaker who appealed to many Americans. His opponent, Richard Nixon on one such debate looked tired and ill according to Erik Barnouw. He said this was a huge factor in the race. Nixon was older and more experienced, but Kennedy showed a spark one can only witness on television that people admired. While media did play a large role in JFK's election, it gave people images of the nominees that were not embellished.

Possibly one of the most controversial conflicts of U.S. History was the Vietnam War. America had sent thousands of troops to the jungles of North Vietnam where they faced the deadly guerilla tactics of the Vietcong. According to Ted Gottfried, the media was the major factor causing the dissatisfaction with Vietnam. However, the images shown were that of dead Americans and other atrocities done by the Vietcong.

It is clear that media has caused American society to change and adapt to new technology such as television. While the media has the power to influence what people see and what they think about in the events of the country, the media has given people the truth they need to make sound judgments about the future of the country.

Anchor Level 3-A

The response:

- Develops all aspects of the task with little depth by discussing the role that the mass media played in influencing United States history and American society since 1900
- Is more descriptive than analytical (opinions and attitudes expressed by the general population for the past 100 years have been shaped by a large, driving force—media; media, sometimes deceptive, has lasting positive effects due to the mass audience reached and the reality of atrocities of modern society; Roosevelt used the radio to his advantage; Roosevelt spoke candidly and truthfully to reassure the country that better times were ahead; radio played a role of in keeping people from giving up hope; newsreels painted a romantic picture of the war about the glory of Japanese soldiers dying and American victories; media did not always give people the whole truth and left the people with a feeling of distrust when the war was over and casualties were counted; graphic pictures reveal a lot of unwanted truth; Charles Moore's pictures stirred up a lot of feelings on both sides of the movement; police brutality and denying the rights of citizens became highly debated issues; although images may seem disturbing and graphic, they depicted the truth; Kennedy showed a spark one can only witness on television; media was a major factor in causing dissatisfaction with Vietnam)
- Incorporates some relevant information from documents 1, 2, 4, 6, 7, and 8
- Incorporates some relevant outside information (people turned to radios for entertainment; civil disobedience; marches; sit-ins; boycotts; demonstrations; thousands of troops sent to the jungles of North Vietnam; deadly guerilla tactics of the Vietcong; images shown of other atrocities done by the Vietcong)
- Includes some relevant facts, examples, and details (radio popular during the 1930s; Great Depression; Roosevelt's fireside chats; World War II; Dr. Martin Luther King; first televised debates in presidential campaign of 1960; Vietnam War)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that address both the positive and negative effects of the media

Conclusion: Overall, the response fits the criteria for Level 3. Although some outside information about the civil rights movement and the Vietnam War is integrated into the narrative, most of the response depends on extensive utilization of document information. The discussion about the civil rights movement is more thorough than the other examples used in the response.

Since 1900, mass media has had a significant influence on United States history and on American society. Throughout history such media as newspapers, books and posters have influenced American action. Harriet Beecher Stowe's novel Uncle Tom's Cabin is said to have been a major factor in the development of the Civil War. Since then, with the production of radio, films and television, media has established an even more gripping hold on society.

During the 1930's the United States entered the Great Depression, the greatest economic crash the nation had ever seen. It tried the nation's stability as a whole and the people found it hard to trust the government. After the failure of President Hoover to re-establish the nation's prosperity, the public was looking for someone to rely on. This person came to be Franklin Delano Roosevelt. On his fireside chats, broadcasted to over 60 million people throughout the nation through radio, Roosevelt eased the tensions of the public and ~~it~~ re-assured that the economy would be restored. (document 1A) Because of the radio, Roosevelt was able to instill trust in the nation and gain public support.

Just after the Great Depression began World War II. After the U.S. became involved in the European war, media and propaganda was needed to maintain public support. Posters were being encouraging

men to enlist and women to join the cause. The posters were indiscriminant and thus also invoked a strong sense of national pride in all people. (Document 3) The media also provided a way of ~~convincing~~ ~~convincing~~ people ethnocentrism. Young children were taught to hate enemy nations and such an emotion was established to follow them into their adulthood where they could put it to action. (document 4)

Media can also create conflict. Under the policy of containment, the United States entered Vietnam to stop the spread of communism from north to South Vietnam. The war was fought in unfamiliar lands and the U.S. clearly had great disadvantage. The media began to ~~send~~ broadcast the hardships the nation was facing. Though deemed an exaggeration, the suffering shown created such a sense of opposition the U.S. eventually pulled out of the war. (document 8)

Media and propaganda also has the ability to "make or break" a person. Joseph McCarthy, senator of Wisconsin found his fame in the media. His radical ideas made him an interest to the public. In them he invoked fear and gained ~~trust~~ support. He was seen on television, in newspapers and magazines and heard on most radio stations. His fame was short-lived as soon he became boring in the eyes of the people. His inability to keep their interest contributed greatly to

his downfall. (document 5) John F. Kennedy also established his position as president with help from the media. Kennedy was young and handsome, confident and well-spoken. His appearance was key in the televised 1960 presidential debate, where he opposed the haggard Nixon. Though both men presented their arguments well, Kennedy took the lead solely by his air of confidence. (document 6) The televised debate greatly contributed to Kennedy's success.

Throughout the 20th century mass media has had great influence on society. Public support is absolutely necessary for governmental action and media has had the ability to sway public opinion. American history was influenced by media and even today society is being controlled by the

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth by discussing the role that the mass media played in influencing United States history and American society since 1900
- Is both descriptive and analytical (Great Depression tried the nation's stability, and people found it hard to trust the government; because of radio, Roosevelt was able to instill trust in the nation and gain public support; after the United States became involved in World War II, media and propaganda were needed to maintain public support; World War II posters invoked a strong sense of national pride in people; media began to broadcast the hardships the nation was facing; Vietnam War fought in unfamiliar lands and the United States clearly had a great disadvantage; media has the ability to "make or break" a person; McCarthy invoked fear and gained support but his fame was short-lived; McCarthy's inability to keep the people's interest contributed greatly to his downfall; both Kennedy and Nixon presented their arguments well; public support absolutely necessary for governmental action)
- Incorporates some relevant information from documents 1, 3, 4, 5, 6, and 8
- Incorporates some relevant outside information (Harriet Beecher Stowe's novel *Uncle Tom's Cabin* had been a major factor in the development of the Civil War; Great Depression was the greatest economic crash the nation had ever seen; failure of President Hoover to re-establish the nation's prosperity; posters encouraged men to enlist and women to join the cause; media provided ethnocentrism; suffering shown in Vietnam War created such a sense of opposition that the United States eventually pulled out of the war)
- Includes some relevant facts, examples, and details (Roosevelt's fireside chats); includes a minor inaccuracy (World War II was a European war)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that focus on the ability that media has to sway public opinion

Conclusion: Overall, the response fits the criteria for Level 3. Although the discussion of the influence of the media on McCarthy and the 1960 election are general statements from the documents, the integration of outside information in the discussion of the Great Depression and the Vietnam War strengthen the response. The response demonstrates a good understanding of how the media's influence has grown, especially in the area of public opinion.

Throughout the development of the United States different forms of media such as ^{the movies} ~~newspapers~~, the radio and television have played an important role in shaping American society and history.

~~Before~~ The mass media has become something Americans depend on. It allows us to step into other worlds, connect with each other, and be aware of what is happening in the world. Mass media has ~~play~~ significantly influenced America over time.

Before television, the radio had played an important role in the life of an American. The radio had for the first time linked millions of Americans together as one. This was because everyone was listening to the same things. The American people "liked being tied together that way" (Document 2). The radio allowed Americans to discuss ^{topics} ~~subjects~~ that were in the news. An important topic that was discussed because of the radio was World War II. World War II was brought to America through the radio. The gunshots and Hitler were able to be in one's own home. The radio also brought the President into one's home as well. Franklin D. Roosevelt became a member of every American's family. He helped to reassure Americans that "everything

that had gone wrong was being fixed up" (Document 1A). Americans were able to learn from him the things that were happening in their country. Laissez-Faire was no longer the way the government worked and this was evident in F.D.R.'s fireside chats. He explained to the people about Bank Holiday and that banks would begin to reopen (Document 1B). Both American history and society was altered by the widespread use of the radio.

The movies also played a role in influencing the lives of Americans. Many young people and children were influenced by the movies. The movies allowed children to enter new worlds and become patriotic. The Hollywood propaganda films stirred in children a sense of pride and patriotism. Movies such as The Boy From Stalingrad taught children to want to fight for their country if they needed to (Document 4). Children were able to see the foreign lands of Europe and the battlefields of World War II because of the movies. Young boys would one day grow up wanting to fight for their country. Although they did not experience the real war, American children were greatly influenced by

the movies which would affect the future of America.

Television has become one of the largest media outlets in the United States, helping to shape society as well as history. Television played a major role in the election of John F. Kennedy to the presidency. Because Kennedy had been seen during his debate with Nixon as calm, collected and confident the American people sided with him. Nixon however had appeared sweaty, distrust and agitated (Document 6). Thus media influenced the history of our country, ~~media~~ reaction shots helped to decide who would be president of the United States. Television ^{influenced} ~~also~~ history through the coverage of war as well. The Vietnam war had been brought home through television (Document 8). Graphic war photos were shown on television and ^{as a result} ~~many~~ many Americans protested the war. ~~The war had been protested to the point that~~

~~Senator~~ The Vietnam war was one of the few wars that most of the American population did not support. Many Americans feel we did not need to be apart of this war and that our troops should be brought home. ~~Mass media ^{such} ~~as~~ as radio~~

Mass media such as the radio, the movies, and the television ~~is~~ significantly influenced society and history in America.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth by discussing the role that the mass media played in influencing United States history and American society since 1900
- Is both descriptive and analytical (media has become something Americans depend on; it allows us to step into other worlds, connect with each other, and be aware of what is happening in the world; radio for the first time linked millions of Americans together as one; World War II was brought to America through the radio; gunshots and Hitler were able to be in one's home; Roosevelt became a member of every American family; children were able to see the foreign lands of Europe and the battlefields of World War II; young boys would one day grow up wanting to fight for their country; television became one of the largest media outlets in the United States; reaction shots helped to decide who would be president of the United States)
- Incorporates some relevant information from documents 1, 2, 4, 6, and 8
- Incorporates some relevant outside information (laissez-faire was no longer the way government worked; Bank Holiday; graphic war photos led many Americans to protest the war; Vietnam War was one of the few wars that most of the American population did not support; many Americans felt that we did not need to be a part of the war and our troops should be brought home)
- Includes some relevant facts, examples, and details (Roosevelt's fireside chats; Hollywood propaganda films; *The Boy from Stalingrad*; Kennedy's debate with Nixon)
- Demonstrates a satisfactory plan of organization; includes an introduction that focuses on how the media influences Americans and a brief conclusion that restates the theme

Conclusion: Overall, the response fits the criteria for Level 3. While most of the response depends on information from the documents, outside information and/or a good analytical statement strengthen each example that is discussed. Separating the discussion into the influence of radio, movies, and television is a successful method of organizing the task.

Since 1900 the mass media has been playing a huge role in influencing the history of our country and its society. ~~Those~~ The different types of mass media include the radio, television, films, and photographs.

Radio played a big role, first when President Franklin Delano Roosevelt used it for his fireside chats. (Doc. 1A) These fireside chats brought comfort and ~~assurance~~ assurance to the American people that the problems in the country were going to be fixed.

The radio's second role was during the 1930's, when the radio broadcasted news of events going on in Europe. (Doc. 2) Americans were also informed of things that were occurring all ~~of~~ over the World. The radio at that time brought the American society closer together because everyone listened to the news reports and talked about what they had heard amongst each other.

Television took part in influencing the American society by showing live scenes from different wars that the United States was in. One particular war that was shown was the Vietnam War. (Doc. 8)

From what the American people saw on the television they realized how ~~grusom~~ ^{groosom} and

at awful ~~*~~ wars really were. People saw the soldiers dying and the destruction that was being caused because of the war.

Films and newsreels didn't really show the wars like they were. They made them look a lot better than they really were. ~~the~~ (Doc. 4)

The films caused children's patriotism towards ~~they're~~ ^{their} country grow. Because of these movies people thought that wars were cool to be in. The movies really ~~deciered~~ ~~the~~ American society.

Photographs and posters also showed ~~Americans~~ scenes from wars and they also encouraged the people who stayed home from ~~the~~ war to help with war efforts. During World War II there were many Rosie the Riveter posters that showed a lady working in industries or ^{doing} other things ^{to support the war effort.} ~~st~~ (Doc. 3)

Those posters were aimed at encouraging women to go to work in factories to help make war supplies. The posters ended up working quite well. As a result a lot of the women in the country went to work outside of the homes. Some examples of other war efforts were victory gardens and gas and food rationings.

As you can tell the mass media has influenced American history and the American society. This was done by a number of different ways. I think so many ways were used so as many Americans could be reached and affected by the events in the World and by what America was involved in. Some of these ways were good, in that they relayed true information, ^{and} some ways relayed false things that deceived the people of America. All together the mass media had a mixed affect on American history and the American Society.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (radio brought American society closer together; television made people realize how gruesome and awful wars really were; films and newsreels made wars look a lot better than they really were; children's patriotism grew because of films; because of movies, people thought wars were cool to be in; people who stayed home were encouraged to help with the war efforts; posters ended up working quite well; many women went to work outside the homes; media relayed both true and false information); includes weak application and analysis (everyone listened to news reports; movies really deceived American society)
- Incorporates limited relevant information from documents 1, 2, 3, 4, and 8
- Presents limited relevant outside information (Rosie the Riveter; women in factories helped make war supplies; victory gardens; gas and food rationing)
- Includes relevant facts, examples, and details (Roosevelt's fireside chats; Americans were informed of things occurring all over the world; television showed live scenes from different wars; Vietnam War)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that discusses the mixed effect of media on American history and society

Conclusion: Overall, the response fits the criteria for Level 2. The response demonstrates a general understanding of the positive and negative effects of the media. General document references are enhanced by the limited outside information.

Since the beginning of the 20th century, mass media has played a very important role in the history of the United States, and the people who live there. As years went on, more and more events were broadcasted on the radio, television, in the newspaper, and movie theaters. This led to a stronger influence of public opinion in the government.

Radio and television played a major role in society. In documents 1 and 2 radio was the best form of communication with the American people. Franklin D. Roosevelt had fireside chats to inform Americans how the economy was doing, and the status of the nation. Document 2, radio was used by Americans to hear about world affairs. This brought the nation closer by speaking among each other about world affairs. Television played a role in presidential elections and war. In document 5, Joseph McCarthy used television whenever he could to attempt to expose communists in the government. He was eventually censured and taken off television. Document 6 was a debate between John F. Kennedy and Richard Nixon. John F. Kennedy won this debate because he presented himself on television better than Richard Nixon did. Document 8 is about the Vietnam war. It was the first war ever seen on television regularly. Public opinion quickly regressed because

society saw all of the suffering and pain the military had to go through. This led to many protests in Washington by Americans who were against the war, and it was all because of television.

Mass media played a major role in American life during the 1900s, and it still does today. With mass media becoming so widespread, it led to a more public opinion based government because of all the protests against the government, and the government's lack of control on some of the protests.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (more events were broadcast; mass media led to a stronger influence of public opinion in the government; Roosevelt had fireside chats to inform Americans how the economy was doing and the status of the nation; McCarthy used television whenever he could to attempt to expose communists in the government; public opinion reversed because society saw suffering and pain of the military); includes weak application and analysis
- Incorporates limited relevant information from documents 1, 2, 5, 6, and 8
- Presents little relevant outside information (protests in Washington by Americans who were against the war; government lacked control in some of the protests)
- Includes relevant facts, examples, and details (television played a role in presidential elections and war; debate between Nixon and Kennedy; Vietnam War was the first war ever seen on television regularly)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that refers to the role of public opinion in the government as a result of mass media

Conclusion: Overall, the response fits the criteria for Level 2. The response demonstrates an understanding of the impact of the media on public opinion and its influence on government. The limited summaries of document information weakens the response.

Since ~~the~~ 1900 mass media has played ~~an~~ a very important role in our ~~the~~ American heritage and history and our society including today. All media from movies to TV news from books to newspapers has shown Americans the world issues our government is always fighting. Mass media influence ~~the~~ America is positive and negative ways.

Some of these negative ways that mass media affected society was throw brutality, and unfair treated and lies. The violence and brutality that Americans black and white faced was during the Civil Rights Movement. This movement ~~took~~ was supposed to help the blacks receive equal rights but instead they were just taken more advantage of (Doc 7). More brutality was shown through TV during the times of the Vietnam war. The war ~~usually~~ was shown always on local TV's. People watched loved ones and enemies die and suffer this unusual and unfair punishment (Doc 8). Lies and fear also came through mass media. One main media story was that of Joseph McCarthy. He feared communism so much he began to accuse and blame innocent American people and lied about

having sufficient evidence about the accused people. (Doc 5).

The mass media also presented positive effects on society. These positive effects were such things as people seeing and hearing presidential debates and being able to ~~bring~~ ~~able to~~ understand and know the world issue that they began to care about. JFK and Nixon were in a Televised presidential debate which by ~~radio~~ ^{radio} everyone believed Nixon had won but by TV Kennedy appeared to have won because of his more put together appearance. (Doc 6). People also became closer to the government and world issues through FDR's fireside chats. Society began to realize that ~~they~~ their opinions and ideas also mattered in the government. They now could see that maybe things could change during the hard times. FDR assured citizens ~~at~~ all over the ~~world~~ United States to have no fear for everything would be fix to keep it ~~to~~ from happening again. (Doc 1A).

Although during the 1900s and up to today still, mass media had and has some negative

results but even though there are still positives that help and will continue to help every aspect of the United States. Mass Media will never be all good or all bad so ~~not~~ all americans need to adapt to this type media in all are lives now and in the ~~years~~ future to come.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (media has shown Americans the world issues our government is always fighting; mass media has shown brutality, unfair treatment, and lies; people watched loved ones and enemies die; lies and fear also came through mass media; McCarthy lied about having sufficient evidence about the accused communists; maybe things could change during hard times; media will never be all good or all bad); includes weak application and analysis (society began to realize their opinions and ideas mattered in government)
- Incorporates limited relevant information from documents 1, 5, 6, 7, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (brutality shown on television during the Vietnam War; presidential debates between Kennedy and Nixon; Roosevelt's fireside chats)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that focus on the positive and negative effects of mass media

Conclusion: Overall, the response fits the criteria for Level 2. The response is organized to discuss first the negative and then the positive effects of the media on society. Limited information from the documents weakens the response; however, some relevant commentary on the document information demonstrates an understanding of the effects of mass media.

The role of the media has made a big impact on the world since the 1900s. People have come to know more of what is going on. People are able to see and understand what war is really like. The use of the media helped the U.S. grow and become stronger. This was a positive influence, but it was sometimes not a good thing for people to watch.

The television, newspapers, magazines, and radios brought a lot of good to the United States. This allowed for the people to see what war was really like. (doc. 8) As in doc. 2 it explains how the radio allowed people to hear and understand what is going on in the world. It was also there for people's entertainment when they weren't listening ~~about~~^{to} anything about the war. These developments also allowed for people to see ~~what~~^{and} hear what the presidents are like. As in doc. 6, These developments ~~make~~ make it easier for people to understand what is

going on around them and let the people decide if they are against what is going on ~~or~~ or for it.

These developments were also a bad thing. As in doc. 4 it explained how the Newsreels could have impacted the childrens lives. Some of these events were to horrible for kids to see. Sometimes it made it hard for kids to understand what was going on so they may have misinturpeted something wrong and could have said the wrong thing. Also in doc. 7 it explained how the blacks were being treated by the whites. People did not need to see that because all it would do is start trouble. People would get angry at others and this is how fights would start. This also effected the presidential campragns. (doc. 6) This allowed for people to see and ~~for~~ hear the Canidates and vote for who they wanted. This was a bad thing for the presidential

candidate who was doing poorly.

These developments brought many positive effects to the world but also brought many negatives. People were able to get involved and know what was going on in the world. This made the world stronger because more and more people could help.

Anchor Level 1-A

The response:

- Minimally develops all aspects of the task
- Is descriptive (people are able to see and understand what war is really like; media allowed people to see and hear what presidents are like; lets people decide if they are against what is going on or for it; some events were too horrible for kids to see; seeing treatment of blacks by whites sometimes led to trouble); includes faulty and weak application and analysis (people did not need to see how blacks were being treated by whites because it would start trouble; media was a bad thing for presidential candidates who were doing poorly)
- Makes vague, unclear references to documents 2, 4, 6, 7, and 8
- Presents little relevant outside information (radio was also for people's entertainment)
- Includes few relevant facts, examples, and details (newsreels had an impact on children's lives; presidential campaigns affected by media)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that focus on the effects of mass media

Conclusion: Overall, the response fits the criteria for Level 1. A focus on the positive and negative effects of the media helps organize the response. Although a basic understanding of some documents is demonstrated, the response includes broad sweeping inaccurate overgeneralizations. Many statements indicate a lack of understanding about the historical significance of the documents.

During the 1900 the significant of the mass media has brought influence on the United States history and also on the American society. The mass media provided information that had affected peoples life and the way they lived.

The mass media has brought the whole country together (Doc #2). The mass media caught peoples attention and influence their thoughts on what was going on in the world. The country loved it. They has more to talk about when people gathered together. The media also (Doc #4) informed the children what was going on with the war. They ~~was~~ showed films with ~~other~~ kids as the character to make share they understand.

During the Depression the mass media allowed President Franklin Roosevelt (Doc #1) to conform the people not to be feared. Basically the media sent out important message (Doc #8) It also showed how brutal war can get, it also showed wounded and dying people. Although the media showed

important facts it also could mess up people reputation. Like (Doc #B) it showed how Joseph McCarthy was polluting the channels of communication. He polluted them with lies and his evil character.

To me, the mass media was the source of information. It had a big effect on the way people lived and thoughts about the world. It provided information but also entertainment.

Anchor Level 1-B

The response:

- Minimally develops all aspects of the task
- Is descriptive (mass media caught people's attention and influenced their thoughts about what was going on in the world; Roosevelt used the media to inform people not to be afraid; media showed how brutal war can get; media could mess up people's reputation) includes faulty and weak application and analysis (media informed children what was going on with the war; showed films with kids as characters to make certain they understood)
- Makes vague, unclear references to documents 1, 2, 4, 5, and 8
- Presents little relevant outside information (media provided information as well as entertainment)
- Includes few relevant facts, examples, and details (Depression; media showed wounded and dying people; McCarthy)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 1. At times, the response shows a misunderstanding of document information; however, a few statements demonstrate a limited understanding of how media can affect people's lives. The response presents a general discussion of the effect of media with a few brief, vague references to historical events.

As the 20th century began, more and more media became available to the American public. As homes began to watch television and listen to radio, more people became aware of issues occurring around them. People ~~could~~ were at times soothed by good advice, such as that given by FDR during his fireside chats, united by listening to the same talk shows, and driven to become involved with national efforts, such as war. Other media exposed the less desirable sides of the government and country, at times discouraging from certain views, but creating new opinions. The mass media of the 20th century created a more aware and involved public, and drove the fears, opinions and actions of the American people.

During the Great Depression, the American moral was generally low and hopeless. President Franklin D. Roosevelt, with his New Deal plans, sought to raise the spirit and help the people. With his fireside chats on the radio, FDR could use a more ~~friendly~~ "folksy" tone to encourage the people (Doc 1A). In doing so, FDR reached 20 million homes and ensured the people the situation will improve. FDR also gave the news of opening safe banks for the public, because ^{During} ~~after~~ the depression, few people felt the banks

were well enough insured and supported to keep money safe (Doc 1B). FDR's fireside chats united the American public and made people more aware of the situation around them.

News and propaganda often enhanced nationalism and war efforts. People ~~were~~ were more informed and enthralled by the news of war. ~~Ref~~ Actions overseas were carefully followed by the public on radio. (Doc 2) This news unified the Americans by giving them a common interest, and also enhanced nationalism with the news of peace and victory. During World War II, propaganda posters served the same purpose. The Posters, such as Doc 3, encouraged involvement in the war efforts from women. In effect, many people united to help troops overseas. Also, it increased the status and role of women in society by giving them work men would usually do. Often, media glossed over the more ~~gross~~ ^{dark} details of war. Movies and newsreels left out stories of American soldiers (Doc 4). Because of this, and works such as *The Boy from Stalingrad*, children and others believed America was invincible, increasing nationalism. Not until television did many negative details become exposed.

Television ~~exp and photography~~ allowed the public to see things uninfluenced. The debates between Kennedy and Nixon ruined Nixon because of his image. (Doc 6) Because Nixon was pale, sweaty, and nervous, and could not readily give answers, as opposed to the poised and confident Kennedy, Nixon lost much of his public appeal and support. The terrors of the Vietnam War were openly exposed on television. Battles, waves, and destruction horrified the public (Doc 8). Thus was the reason much of the support for the war ~~was~~ decreased and cries for peace were triggered. Opposition movements to war were very prominent amongst the ^{youth} ~~adult~~ culture in the 70's. The media ~~dis~~ exposed much negativity ~~draw~~ to the public.

The mass media in America has ~~both~~ influenced much of the public opinion and actions over the 20th century. Much of the news brought assurance, unity, and nationalism to the American people, ~~but~~ ~~not~~ However, exposure of other aspects of ~~a~~ truth showed the more ugly side of reality, driving the public to certain opinions. The mass media of the 20th century made Americans more aware of the world around them.

Since 1900, the mass media has had a significant influence on the United States history and on American society. Mass media has also played many roles in the influence of the United States history and American society.

News papers, radio, television as well as other areas of mass media has played a major role on the United States history. These areas of mass media allowed Americans to see/hear/read things for themselves. For example in document 8 the author states that "Americans witnessed the agony of the wounded and dying, the physical destruction and that unremitting brutality of war". This shows that if Americans could physically watch the effects of war and be able to judge, by that weather or not they agree or disagree with it. Television also allowed presidential debates to be televised for the viewing pleasure of Americans. In document 10, John F. Kennedy was allowed to win the hearts of many Americans not only through his words but through his high level of confidence. This was never possible by any other mass media area such as newspapers. Mass media has also influenced United States history by means of public opinion. Since Americans were born w/ the

Freedom of speech they often exercised this right through mass media. Joseph McCarthy as mentioned in document 5 exercised this right and is believed to have polluted the channels of communication. He spread his belief that everyone was communist and influenced most of American society with his evidence he had. Justifying his beliefs. In world war II posters of Rosie the Riveter influenced American women to take part in the jobs left behind by the men in war. In document 3, a picture of a woman with the words "The girl he left behind" is still behind him' influences American women to work on the machines or at the jobs that their husband left behind.

After the great depression radio's had a major impact on American society and United States history. A televised program hosted by the president at the time Franklin Roosevelt helped to ensure Americans that the worst of times were over and that they could look forward to a brighter future ahead of them.

In the 1900 newspapers, books,
magazines, posters,
photographs, newsteels
radio, film & tv

had a big influence on
U.S. history & American
society.

This has caused
many ~~problems~~ ^{issues} in society
for example the books
the people

World War II was
going on at this time.

~~Not~~ ~~same~~, for the

Civil Rights movement

people was fighting

~~television~~ television was

an issue too, but people
had them. For kids

shine for the kids during
World War II was an impact
but nobody really wanted

to know about it.
Every body wanted
equal rights, Nixon
was sick and John F.
Kennedy had looked better
at things.
Overall people had
got what they wanted
equal rights >

Since the beginning of the 20th century,
the mass media has had a significant influence on United States history
and on American society. The purpose of the media was to sway the vulnerable
minds of the people to contribute to their influence on certain events. Such
techniques such as yellow journalism or propaganda has been used to kind of
hide the truth and to let out, usually, what the people want to hear. The
media is very risky for politics, it can assist them in gaining the support of
the people or burn them when caught up in a scandal.

From the beginning of the 1900's until now,
many events took place in the United States in which the media played a
gigantic role. Based on Document 3, during World War II, such advertisements
were used to encourage women to get involved in the war effort. During that
time, the United States could use all the assistance that they could get, and

that advertisement with the woman holding the wrench showed that women could get involved in the war by working at home instead of leaving to Europe. Another wonderful example would be Document 1A. During the Great Depression in the late 1920's, the stock market crashed, farmers overproduced crops, and people lost everything they had saved in the banks. With all these events, people lost hope and faith in the American government and didn't feel secure. But through the fireside chats with President Roosevelt over the radio, he entered ~~into~~ the homes of millions of Americans showing them that he cares and that they will overcome the period of depression. Any medium that is used to get in contact with the American people will alter the way they view and perceive life.

The medium that I think affected American society the most is the television. The television brought moving pictures and the visualization of major events. This was much more personal than the radio. One good example of this would be Document 8. Based on Document 8, a decade before Vietnam was depicted as a war to preserve democracy and to contain communism, but the television altered the minds of Americans. Americans were able to see the brutal violence and the constant dying of soldiers on a nightly basis. Basically, the television depicted the reality of war and brought this destructive and harsh events right into their living rooms. The perspective of a war being a noble and honorary cause went right out the window when they witnessed those harsh conditions in Vietnam. Another Document that relates to the television would be Document 5. ^{Joseph} ~~William~~ McCarthy, the well known basis for the red scare in the 1950's, used the television to fool the American people that communists existed in the Federal Government. The television helped him so much because although he didn't have documented evidence for his accusations, he was still

Document-Based Essay—Practice Paper – D

able to cause a panic to the American people as well as the United States Government. He lied constantly and no one dared to challenge him because he had a quick-witted mind. But his material got repetitive and began to bore the American people which led to his downfall. And lastly, the Document that best relates to the medium of television is Document 6. Since that election in the 1960's was the first one that was ever televised, that would cause millions of Americans to pay close attention to any details. The candidates were Richard Nixon and John F. Kennedy. Although Richard Nixon seemed to handle himself well in answering questions and talking, his appearance seemed to dissuade the American people. While Kennedy was attentive, alert, and calm. Nixon was haggard, pale, and looked to be sweating as if he was nervous. Perhaps Nixon won the war of words but he lost the battle to the media which contributed to Kennedy's victory.

In conclusion, the media has greatly affected the American society and United States history because it brought times of comfort, persuasion, propaganda, and scandal. The American people are people who are easily convinced with the right gestures which could come out negative or positive. But the media was greatly involved in a majority of American events which proved to be very risky at times.

While recently it seems the mass media is a tool of the government ~~due to~~ ^{due to} the ~~media~~ ^{media} coverage of the war on Iraq's ~~overly~~ ^{mass} sentimental ~~and~~ and nationalistic under tones, but this is a reverse trend. Since the 1900 ~~to~~ until the conservative resurgence ~~with~~ began with Nixon, the mass media served as a critical lense of the government and government policies. Especially when it came to war coverage in many instances, like Vietnam, it mobilized public opinion. Media also ~~has~~ dictated historical outcomes. In other words before Nixon and beginning with the precedent set by the progressive movement's muckrakers the media has earned the power to either make it or break it.

Television, radio has the astonishing ability to create sentiment, fads and rise people to a idol status. None exemplifies this more than Joseph McCarthy. A dead-end Senator at an election rally claimed he had the names of 201 communists in high positions, attacking the Truman administration. The media latched on immediately and McCarthy became a household media personality. At first, at his peak he was revered as the crusader against communism (Doc 5), but McCarthy is also an example of how publicity can ~~break~~ cut people down to size. At ~~the~~ the Army-McCarthy hearing a pompous, belligerent, rude McCarthy was broadcast in to the homes of Americans. He interrupted, "point of order" shamelessly and was insolent. When finally someone spoke up

calling him a sick man, the crowd applauded and his career forever ruined.

Two former presidents also gained in prestige and popularity due to their good media exposure. FDR at his "fireside chats" with the public resonated a jolly, confident, fatherly president, reassuring the public, stricken by the Depression, that good times were up ahead (Doc 1A). FDR and likewise JFK throughout the presidency kept good relations with the media, both charismatic & witty. Their ~~good~~ friendly relationship with the ~~new~~/television and radio paid off because they were portrayed as legendary, caring presidents and any affairs and ~~unmanly~~ habits they had were kept low key. Even before his presidency, in the ~~ea~~ presidential campaign against Nixon, JFK won favor with the public through his positive television exposure compared to Nixon's poor one (Doc 2).

The media, besides people, helps ^{dictate} ~~dictate~~ public ^{opinion} ~~open~~ against or for a cause. While in the late 50's and early 60's the Civil Rights movement was making some ~~the~~ progress with Brown Vs. Board of ed, ^{but} ~~but~~ it was ^{still} going about too slowly. There was immense social unrest among the African-American community. Through the leadership of Dr. Martin Luther King Jr., ^{the} million ^{man} march to Washington and protest in Selma against unfair voting practices, people saw police savagely

Attacking protesters, women and men attack with dogs, fire hoses and ~~gas~~ clubs. This turned public opinion toward the civil rights cause. Only then were the Civil Rights Acts of 1964 and 1965 passed (Doc 7). Even before this, media coverage with the Vietnam was the most powerful it had been, making a U.S. victory seem to the American people like a defeat. ~~The Vietnam~~ The tet offensive though a ^{U.S.} military victory, its wide news coverage made ~~the~~ Americans deem it a failure and led to the cause ^{of} U.S. pulling out of Vietnam. The pentagon paper were leaked by Ellsberg into the New York Times - this was the ~~str~~ last straw for the American people, they had had enough of Vietnam (Doc 8).

Throughout the 20th century the media capitalized on public sentiment. When it seemed like public unrest the media would attack the government but when there was satisfaction ^{among the people}, the media would take the gov't's lead. It seems ^{is fit to publish} whatever sells, at any cost, who ~~ever~~ ^{ever} ^{is} was glorified or destroyed b/c there's no such thing as bad publicity.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with little depth by discussing the role that the mass media played in influencing United States history and American society since 1900
- Is more descriptive than analytical (people were at times soothed by good advice; radio drove people to become involved in national efforts; media exposed the less desirable sides of the government and the country; media created new opinions; media created a more aware and involved public and drove the fears, opinions, and actions of the American people; American morale generally low and hopeless; news and propaganda often enhanced nationalism and war efforts; many people wanted to help troops overseas; media glossed over the dark details of war; children and others believed America was invincible; television allowed people to see things uninfluenced; media exposed much negativity to the public)
- Incorporates some relevant information from documents 1, 2, 3, 4, 6, and 8
- Incorporates limited relevant outside information (because of the Depression, few people felt the banks were well enough insured and supported to keep money safe; increased the status and role of women by giving them work men would usually do; support for the Vietnam War decreased and cries for peace were triggered; opposition movements to war very prominent among the youth in the 70s)
- Includes some relevant facts, examples, and details (Roosevelt’s fireside chats; Great Depression; New Deal; propaganda posters of World War II; televised debates between Nixon and Kennedy)
- Demonstrates a satisfactory plan of organization; includes an introduction that uses some document information and a conclusion that states the positive and negative effects of media on public opinion

Conclusion: Overall, the response fits the criteria for Level 3. Several generalizations detract from the overall quality of the response. The media’s influence on nationalism is stated several times, but is not developed. However, the response does indicate a satisfactory understanding of how the media has had an impact on public opinion and actions during the 20th century.

Practice Paper B—Score Level 2

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (mass media enabled Americans to see, hear, and read things for themselves; Americans could physically watch the effects of war and then could judge whether or not they agreed or disagreed with it; Kennedy won the hearts of Americans not only through his words but through his high level of confidence, which was not possible through newspapers; freedom of speech often exercised through mass media; posters influenced American women to take part in jobs left behind by men in war); includes weak application and analysis (McCarthy spread the belief that everyone was communist and influenced most of American society)
- Incorporates limited relevant information from documents 1, 3, 5, 6, and 8
- Presents little relevant outside information (Rosie the Riveter)
- Includes few relevant facts, examples, and details (televised presidential debates; “the girl he left behind”); includes an inaccuracy (televised program hosted by President Roosevelt)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that mentions how Roosevelt dealt with the Depression

Conclusion: Overall, the response fits the criteria for Level 2. Interestingly, the response presents information in reverse chronological order, but the discussion of this information is limited. A general understanding of the effects of mass media on Americans is demonstrated.

Practice Paper C—Score Level 0

The response:

Refer to the theme in a general way; includes no relevant facts

Conclusion: Overall, the response fits the criteria for Level 0. Although the response attempts to refer to documents 1, 2, 4, 6, and 7, the references do not relate to the task nor do they indicate an understanding of the task.

Practice Paper D—Score Level 4

The response:

- Develops all aspects of the task by using historical examples to discuss the role that the mass media played in influencing United States history and American society since 1900
- Is both descriptive and analytical (purpose of media was to sway the vulnerable minds of the people to contribute to their influence on certain events; media is very risky for politics because it can assist them in gaining the support of the people or burn them when caught up in a scandal; for the war effort, women could work at home instead of going to Europe; during the Great Depression, people lost hope and faith in the American government and did not feel secure; Roosevelt showed the Americans that he cared; television affected American society the most because it brought the visualization of major events which was much more personal than radio; McCarthy used television to fool the American people that communists existed in the federal government; McCarthy's material got repetitious; television depicted the reality of war; perspective of a war being a noble and honorary cause went right out the window when they witnessed the harsh conditions in Vietnam; although Nixon seemed to handle himself well in answering questions and talking, his appearance seemed to dissuade the American people; perhaps Nixon won the war of words but he lost the battle of the media which contributed to Kennedy's victory)
- Incorporates relevant information from documents 1, 3, 5, 6, and 8
- Incorporates relevant outside information (yellow journalism has been used to hide the truth and let out what people want to hear; stock market crashed in the late 1920s; farmers overproduced crops; Vietnam depicted as a war to preserve democracy and contain communism; Red Scare of the 1950s; even though McCarthy did not have documented evidence for his accusations, he was still able to cause a panic for the American people and the United States)
- Supports the theme with relevant facts, examples, and details (World War II; Roosevelt's fireside chats; Vietnam War; televised election of 1960 between Nixon and Kennedy); includes a misinterpretation (no one dared to challenge McCarthy because he had a quick-witted mind)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion stating how the media has positive and negative effects on the American people

Conclusion: Overall, the response fits the criteria for Level 4. Although historical information is not fully developed, good analysis is demonstrated throughout the discussion. Interesting conclusions are drawn, but in several cases, they lack specific supporting information.

Practice Paper E —Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth by using historical examples to discuss the role that the mass media played in influencing United States history and American society since 1900
- Is more analytical than descriptive (the mass media served as a critical lens of the government and government policies; media has the astonishing ability to create sentiment, fads, and idols; McCarthy became a household media personality; at his peak, he was revered as the crusader against communism, but he is also an example of how media can cut people down to size; Roosevelt's and Kennedy's friendly relationship with television and radio paid off because they were portrayed as legendary, caring presidents and any affairs and womanizing habits they had were kept low key; immense social unrest among the African American community after *Brown*; media coverage of the Tet offensive made a victory seem like a defeat and led to the United States pulling out of Vietnam; whatever sells is fit to publish at any cost because there is no such thing as bad publicity)
- Incorporates relevant information from documents 1, 5, 6, 7, and 8
- Incorporates substantial relevant outside information (recently, it seems that mass media is a tool of the government; overly sentimental and nationalistic undertones of media coverage of the war on Iraq is a reverse trend; beginning with the precedent set by the Progressive movement's muckrakers, media has earned the power to either make it or break it; McCarthy's attack on the Truman administration; a pompous, belligerent, rude McCarthy was broadcast into the homes of Americans; McCarthy interrupted shamelessly and was insolent; when finally someone spoke up calling him a sick man, the crowd applauded and McCarthy's career was forever ruined; both Roosevelt and Kennedy were charismatic and witty and kept good relations with the media throughout their presidency; *Brown v. Board of Education*; Martin Luther King, Jr.; civil rights movement making progress but still going too slowly; protest in Selma against unfair voting practices; Civil Rights Acts of 1964 and 1965; last straw was the *Pentagon Papers* leaked by Daniel Ellsberg to the *New York Times*)
- Richly supports the theme with relevant facts, examples, and details (McCarthy was a dead-end senator; Army-McCarthy hearings; Roosevelt's fireside chats; Nixon and Kennedy televised debates); includes very minor inaccuracies (McCarthy claimed he had the names of 204 communists at an election rally; Million Man March to Washington under leadership of Martin Luther King, Jr.)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that introduce the theme that media has been used as a critical lens of government policy and has also been used as a tool by the government

Conclusion: Overall, the response fits the criteria for Level 5. Despite a few very minor inaccuracies and lack of clarity in the definition of conservative resurgence in the introduction, effective historical connections link outside information to document analysis throughout the remainder of the response. The response demonstrates an excellent understanding of the historical aspects of media's influence on American society.

United States History and Government Specifications

June 2006

Part I Multiple Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Change: Turning Points	Standards 1, 2, 4, and 5: US and NY History; World History; Economics; Civics, Citizenship, and Government
Document-based Essay	Culture and Intellectual Life: Influence of Mass Media since 1900	Standards 1, 2, and 5: US and NY History; World History; Civics, Citizenship, and Government

The *Chart for Determining the Final Examination Score for the June 2006 Regents Examination in United States History and Government* will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> 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.emsc.nysed.gov/osa/exameval>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.



Regents Examination in United States History and Government – June 2006

Chart for Converting Total Test Raw Scores to Final Examination Scores (Use for June 2006 Examination Only)

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 42 would receive a final examination score of 81.

Total Essay Score											
	0	1	2	3	4	5	6	7	8	9	10
0	0	2	5	8	11	15	19	23	27	31	36
1	1	3	6	9	12	16	20	24	28	33	37
2	2	4	7	10	14	17	21	25	30	34	39
3	2	5	8	11	15	19	23	27	31	36	40
4	3	6	9	12	16	20	24	28	33	37	42
5	4	7	10	14	17	21	25	30	34	39	43
6	5	8	11	15	19	23	27	31	36	40	45
7	6	9	12	16	20	24	28	33	37	42	47
8	7	10	14	17	21	25	30	34	39	43	48
9	8	11	15	19	23	27	31	36	40	45	50
10	9	12	16	20	24	28	33	37	42	47	51
11	10	14	17	21	25	30	34	39	43	48	53
12	11	15	19	23	27	31	36	40	45	50	55
13	12	16	20	24	28	33	37	42	47	51	56
14	14	17	21	25	30	34	39	43	48	53	58
15	15	19	23	27	31	36	40	45	50	55	59
16	16	20	24	28	33	37	42	47	51	56	61
17	17	21	25	30	34	39	43	48	53	58	62
18	19	23	27	31	36	40	45	50	55	59	64
19	20	24	28	33	37	42	47	51	56	61	65
20	21	25	30	34	39	43	48	53	58	62	67
21	23	27	31	36	40	45	50	55	59	64	69
22	24	28	33	37	42	47	51	56	61	65	70
23	25	30	34	39	43	48	53	58	62	67	72
24	27	31	36	40	45	50	55	59	64	69	73
25	28	33	37	42	47	51	56	61	65	70	74
26	30	34	39	43	48	53	58	62	67	72	76
27	31	36	40	45	50	55	59	64	69	73	77
28	33	37	42	47	51	56	61	65	70	74	79
29	34	39	43	48	53	58	62	67	72	76	80
30	36	40	45	50	55	59	64	69	73	77	81

Total Essay Score												
Total Part I and Part IIIA Score	0	1	2	3	4	5	6	7	8	9	10	
	31	37	42	47	51	56	61	65	70	74	79	83
	32	39	43	48	53	58	62	67	72	76	80	84
	33	40	45	50	55	59	64	69	73	77	81	85
	34	42	47	51	56	61	65	70	74	79	83	86
	35	43	48	53	58	62	67	72	76	80	84	87
	36	45	50	55	59	64	69	73	77	81	85	88
	37	47	51	56	61	65	70	74	79	83	86	90
	38	48	53	58	62	67	72	76	80	84	87	91
	39	50	55	59	64	69	73	77	81	85	88	92
	40	51	56	61	65	70	74	79	83	86	90	93
	41	53	58	62	67	72	76	80	84	87	91	94
	42	55	59	64	69	73	77	81	85	88	92	95
	43	56	61	65	70	74	79	83	86	90	93	95
	44	58	62	67	72	76	80	84	87	91	94	96
	45	59	64	69	73	77	81	85	88	92	95	97
	46	61	65	70	74	79	83	86	90	93	95	97
	47	62	67	72	76	80	84	87	91	94	96	97
	48	64	69	73	77	81	85	88	92	95	97	97
	49	65	70	74	79	83	86	90	93	95	97	98
	50	67	72	76	80	84	87	91	94	96	97	98
	51	69	73	77	81	85	88	92	95	97	97	98
	52	70	74	79	83	86	90	93	95	97	98	98
	53	72	76	80	84	87	91	94	96	97	98	98
	54	73	77	81	85	88	92	95	97	97	98	99
	55	74	79	83	86	90	93	95	97	98	98	99
	56	76	80	84	87	91	94	96	97	98	98	99
	57	77	81	85	88	92	95	97	97	98	99	99
	58	79	83	86	90	93	95	97	98	98	99	99
	59	80	84	87	91	94	96	97	98	98	99	99
	60	81	85	88	92	95	97	97	98	99	99	100