

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

**UNITED STATES HISTORY  
AND  
GOVERNMENT**

**Tuesday, August 13, 2002 — 12:30 to 3:30 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 question(s). 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.

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

**R**

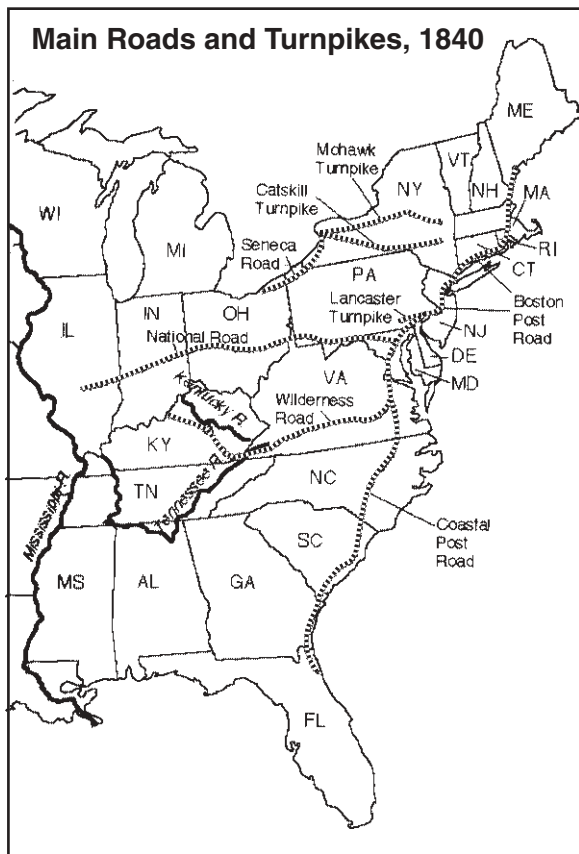
## Part I

### 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.

- |  |  |
|--|--|
| <p>1 Which group benefited most from the United States acquisition of the port of New Orleans?</p> <ul style="list-style-type: none"><li>(1) farmers in the Ohio River Valley</li><li>(2) Native American Indians in the Southwest</li><li>(3) fur trappers in the Columbia River Valley</li><li>(4) gold miners in northern California</li></ul> <p>2 The Mayflower Compact of 1620 is considered an important step in the development of democracy in America because it</p> <ul style="list-style-type: none"><li>(1) expressed the importance of self-government</li><li>(2) established freedom of religion</li><li>(3) created the first colonial judiciary</li><li>(4) granted all males the right to vote</li></ul> <p>3 During the Revolutionary War period, Thomas Paine's <i>Common Sense</i> was important because it</p> <ul style="list-style-type: none"><li>(1) described a military plan for the defeat of England</li><li>(2) convinced many Americans who had been undecided to support independence</li><li>(3) contained a detailed outline for a new form of government</li><li>(4) argued for the addition of a bill of rights to the Constitution</li></ul> <p>4 Delegates at the Constitutional Convention of 1787 agreed to create a bicameral legislature as a way to</p> <ul style="list-style-type: none"><li>(1) insure speedy passage of legislation</li><li>(2) assure the right to vote to all adult males</li><li>(3) address the issue of population differences among the states</li><li>(4) satisfy the different interests of the rich and poor citizens</li></ul> <p>5 Under the United States Constitution, state governments have the power to</p> <ul style="list-style-type: none"><li>(1) coin money</li><li>(2) license teachers</li><li>(3) regulate interstate commerce</li><li>(4) establish term limits for members of Congress</li></ul> | <p>6 The Constitution assigns the power to ratify treaties exclusively to the</p> <ul style="list-style-type: none"><li>(1) Supreme Court</li><li>(2) United States Senate</li><li>(3) House of Representatives</li><li>(4) president</li></ul> <p>7 Which feature of the federal government is specifically described in the United States Constitution?</p> <ul style="list-style-type: none"><li>(1) president's cabinet</li><li>(2) two-party political system</li><li>(3) congressional committee system</li><li>(4) Senate approval of nominations to the Supreme Court</li></ul> <p>8 “. . . Congress shall have power . . . to make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States. . . .”</p> <p>This statement from the United States Constitution is the source of</p> <ul style="list-style-type: none"><li>(1) veto power</li><li>(2) implied powers</li><li>(3) judicial review</li><li>(4) states' rights</li></ul> <p>9 The basic purpose of the first ten amendments to the United States Constitution is to</p> <ul style="list-style-type: none"><li>(1) describe the powers of the three branches of government</li><li>(2) limit the powers of state governments</li><li>(3) guarantee the rights of individuals</li><li>(4) establish a system of checks and balances</li></ul> <p>10 One factor that led to the formation of the first two political parties in the United States in the 1790s was the conflict over the</p> <ul style="list-style-type: none"><li>(1) distribution of power between the federal and state governments</li><li>(2) spread of slavery into the western territories</li><li>(3) control of interstate commerce</li><li>(4) acquisition of lands from France and Spain</li></ul> |
|--|--|

Base your answer to question 11 on the map below and on your knowledge of social studies.



(adapted)

11 What was the primary result of road and turnpike development?

- (1) Migration from east to west increased.
- (2) Southern states became more industrialized.
- (3) State government control of transportation was increased.
- (4) Escape from slavery was made easier.

12 President George Washington's Farewell Address influenced future United States foreign policy by advising the nation's leaders to

- (1) practice neutrality toward international conflicts
- (2) place restrictions on the number of immigrants
- (3) stop European colonization of the Western Hemisphere
- (4) limit imports of manufactured products

13 "Resolved, That all laws which prevent woman from occupying such a station in society as her conscience shall dictate, or which place her in a position inferior to that of man, are contrary to the great precept of nature and therefore of no force or authority."

— *Declaration of Sentiments and Resolutions*,  
Seneca Falls Convention, 1848

The writers of this passage were protesting

- (1) British treatment of American colonists
- (2) the absence of a bill of rights in the Constitution
- (3) gender discrimination against women
- (4) lack of legal protection for African Americans

14 The underlying reason for the impeachment of President Andrew Johnson was

- (1) the Credit Mobilier scandal
- (2) a power struggle with Congress over Reconstruction
- (3) his refusal to appoint new justices to the Supreme Court
- (4) his policies toward Native American Indians

15 The Indian Wars that occurred between 1860 and 1890 were mainly the result of

- (1) disputes over the spread of slavery
- (2) conflict with Mexico over Texas and California
- (3) the search for gold in California
- (4) the movement of settlers onto the Great Plains

16 One factor that furthered industrialization in the United States between 1865 and 1900 was the

- (1) development of the airplane
- (2) expansion of the railroads
- (3) mass production of automobiles
- (4) widespread use of steamboats

17 When Susan B. Anthony refused to pay a fine for voting illegally in the election of 1872, she stated: "Not a penny shall go to this unjust claim." Her action was an example of

- (1) anarchy
- (2) judicial review
- (3) civil disobedience
- (4) vigilante justice

- 18 Between 1870 and 1920, the federal government placed few restrictions on immigration primarily because it wanted to
- (1) sell land in the West
  - (2) recruit men for the military
  - (3) ensure that there would be workers for the factories
  - (4) avoid offending foreign governments
- 19 The term *business monopoly* can best be described as
- (1) the most common form of business in the United States
  - (2) government control of the means of production
  - (3) an agreement between partners to manage a corporation
  - (4) a company that controls or dominates an industry
- 20 During the late 19th century, Samuel Gompers, Terence Powderly, and Eugene Debs were leaders in the movement to
- (1) stop racial segregation of Native American Indians
  - (2) limit illegal immigration
  - (3) gain fair treatment of Native American Indians
  - (4) improve working conditions
- 21 The 19th-century philosophy of Social Darwinism maintained that
- (1) the government should have control over the means of production and the marketplace
  - (2) all social class distinctions in American society should be eliminated
  - (3) economic success comes to those who are the hardest working and most competent
  - (4) wealth and income should be more equally distributed
- 22 During the late 1800s, leaders of big business gave the greatest support to the passage of
- (1) antitrust laws
  - (2) higher tariff rates
  - (3) immigration restrictions
  - (4) railroad regulation
- 23 The Jim Crow legal system, which expanded in the South after *Plessy v. Ferguson* (1896), was based on the Supreme Court's interpretation of the
- (1) due process clause of the 5th Amendment
  - (2) states' rights provision of the 10th Amendment
  - (3) equal protection clause in the 14th Amendment
  - (4) voting rights provision in the 15th Amendment
- 24 Reformers of the Progressive Era sought to reduce corruption in government by adopting a constitutional amendment that provided for
- (1) a maximum of two terms for presidents
  - (2) term limits on members of Congress
  - (3) voting rights for African Americans
  - (4) direct election of United States senators
- 25 The 1919 Supreme Court decision in *Schenck v. United States* established the "clear and present danger" test as a method of
- (1) controlling the activities of organized crime
  - (2) determining the limits of freedom of expression
  - (3) limiting the powers of the president during wartime
  - (4) establishing qualifications for United States participation in the League of Nations
- 26 Which law was passed as a result of muckraking literature?
- (1) Interstate Commerce Act
  - (2) Sherman Antitrust Act
  - (3) Meat Inspection Act
  - (4) Federal Reserve Act
- 27 Which argument did President Woodrow Wilson use to persuade Congress to enter World War I?
- (1) making the world safe for democracy
  - (2) retaliating against the Japanese bombing of Pearl Harbor
  - (3) assisting the neutral nations with their defense
  - (4) removing the Nazi threat from the Western Hemisphere

Base your answer to question 28 on the cartoon below and on your knowledge of social studies.



Source: Library of Congress (adapted)

28 Which title best describes the message of this cartoon?

- (1) "Neutrality is the Best Policy"
- (2) "Isolationism: Our Old Ally"
- (3) "Temptations of the Imperialist Menu"
- (4) "The Dangers of Overeating"

29 In *How the Other Half Lives*, Jacob Riis described the living conditions of

- (1) workers in urban slums
- (2) African Americans in the segregated South
- (3) the rich in their mansions
- (4) Native American Indians on reservations

30 The Harlem Renaissance of the 1920s can best be described as

- (1) an organization created to help promote African-American businesses
- (2) a movement that sought to draw people back to the inner cities
- (3) a relief program to provide jobs for minority workers
- (4) a period of great achievement by African-American writers, artists, and performers

31 What was a major reason American farmers failed to obtain a fair share of the economic prosperity of the 1920s?

- (1) Crops failed due to poor weather conditions.
- (2) The government controlled food prices.
- (3) Farm crops were overproduced.
- (4) Banks refused to lend money to farmers.

32 The major purpose of President Franklin D. Roosevelt's bank holiday of 1933 was to

- (1) restore public confidence in the nation's banks
- (2) reinforce strict laws to punish banks charging high interest rates
- (3) reduce the number of banks to a manageable number
- (4) encourage the nation's banks to loan more money to failing businesses

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

“Come all of you good workers,  
Good news to you I’ll tell  
Of how the good old union  
Has come in here to dwell . . .  
Don’t scab for the bosses,  
Don’t listen to their lies.  
Us poor folks haven’t got a chance  
Unless we organize.”

— Florence Reece,  
“Which Side Are You On?”

- 33 This song from the 1930s expresses
- (1) criticism of labor unions
  - (2) support for the rights of workers
  - (3) sympathy for Communist Party protests
  - (4) anger against government welfare programs
- 
- 34 Critics charged that New Deal policies favored socialism because the federal government
- (1) took ownership of most major industries
  - (2) favored farmers over workers and business owners
  - (3) increased its responsibility for the welfare of the economy
  - (4) declined to prosecute business monopolies
- 35 During the early years of World War II, the Destroyer Deal and the Lend-Lease Act were efforts by the United States to
- (1) help the Allies without formally declaring war
  - (2) maintain strict neutrality toward the war
  - (3) negotiate a settlement of the war
  - (4) provide help to both sides in the war
- 36 One result of the Cold War between the United States and the Soviet Union was that the two nations
- (1) broke all diplomatic ties
  - (2) refused to trade with each other
  - (3) formed competing military alliances
  - (4) clashed over control of the Mediterranean Sea

- 37 Which foreign policy term would be the most appropriate title for the partial outline below?

- |   |
|---|
| I. _____<br>A. Truman Doctrine<br>B. Marshall Plan<br>C. Berlin Blockade<br>D. Korean War |
|---|

- (1) Imperialism
  - (2) Appeasement
  - (3) Noninvolvement
  - (4) Containment
- 38 Who led a “witch hunt” for Communist spies in the United States government during the early 1950s?
- (1) Supreme Court Justice Earl Warren
  - (2) President Dwight Eisenhower
  - (3) Senator Joseph McCarthy
  - (4) Secretary of State Dean Acheson
- 39 Martin Luther King, Jr. first emerged as a leader of the civil rights movement when he
- (1) led the bus boycott in Montgomery, Alabama
  - (2) refused to give up his seat on a bus to a white man
  - (3) challenged the authority of the Supreme Court
  - (4) was elected as the first black congressman from the South
- 40 One reason the United States became involved in the Vietnam War was to
- (1) prevent the spread of communism in Indochina
  - (2) reduce French influence in Vietnam
  - (3) stop China from seizing Vietnam
  - (4) support the government of North Vietnam
- 41 An effect of the War Powers Act of 1973 was that
- (1) the authority of the president as commander in chief was limited
  - (2) the North Atlantic Treaty Organization (NATO) became more involved in world conflicts
  - (3) congressional approval was not needed when appropriating funds for the military
  - (4) women were prevented from serving in combat roles during wartime

- 42 What was a lasting effect of the Watergate scandal under President Richard Nixon?
- (1) The system of checks and balances was weakened.
  - (2) The scope of executive privilege was broadened.
  - (3) Trust in elected officials was undermined.
  - (4) Presidential responsiveness to public opinion was lessened.

- 43 The easing of Cold War tensions between the United States and the Soviet Union during the 1970s was called
- (1) containment
  - (2) détente
  - (3) neutrality
  - (4) isolationism

- 44 During the 1980s, President Ronald Reagan used the ideas of supply-side economics to justify
- (1) increases in social welfare spending
  - (2) expansion of the Social Security program
  - (3) tax cuts for businesses
  - (4) reductions in military spending

- 45 The Civil Rights Act of 1964, the Fair Housing Act, and the Americans with Disabilities Act were government efforts to
- (1) eliminate restrictions on immigration
  - (2) end discrimination against various groups
  - (3) provide federal aid for children
  - (4) require equal treatment of men and woman

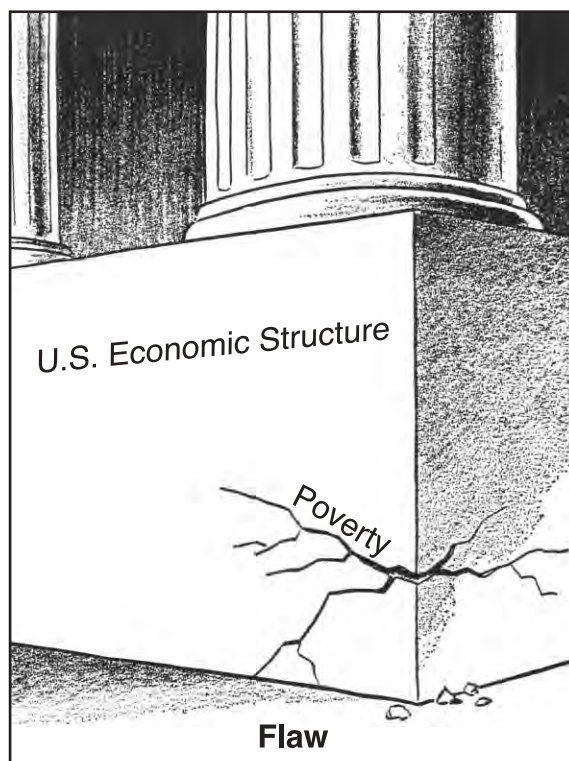
- 46 President Bill Clinton's decision to send troops to Bosnia in 1995 and to participate in the bombing of Kosovo in 1999 were both in response to international concern over
- (1) trade agreement violations
  - (2) access to world oil reserves
  - (3) human rights violations
  - (4) monetary policies

- 47 Which change in the demographic pattern of the United States is currently contributing most to the problems facing the Social Security system?
- (1) aging of the baby boomers
  - (2) shorter life span of the elderly
  - (3) migration to the Sunbelt
  - (4) decline in the rate of immigration

- 48 The National Bank proposed by Alexander Hamilton in 1790 and the Federal Reserve System established in 1913 are similar in that both
- (1) provided low-interest loans to farmers
  - (2) were declared unconstitutional by the United States Supreme Court
  - (3) had as their primary responsibility the regulation of the stock market
  - (4) sought to provide a sound currency for the nation

- 49 The case of John Peter Zenger (1735) and *New York Times Co. v. United States* (1971) both involved a government's attempt to limit
- (1) freedom of religion
  - (2) freedom of the press
  - (3) the right to bear arms
  - (4) the right to counsel

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



Source: Palmer, *The Springfield (Mo.) Leader & Press* (adapted)

- 50 Which federal government program was designed to solve the problem illustrated in this cartoon?
- (1) Great Society
  - (2) Peace Corps
  - (3) New Federalism
  - (4) Dollar Diplomacy

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

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

- (a) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”
- (b) **evaluate** means “to examine and judge the significance, worth, or condition of; to determine the value of”

## 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: Territorial Expansion (1800–1900)

Various events or developments have influenced the territorial expansion of the United States. In 1800, the United States was a new nation of approximately 895,000 square miles of territory. By 1900, the nation had grown to about 3,000,000 square miles of territory.

#### Task:

Identify **two** events or developments that had a significant impact on United States territorial expansion between 1800 and 1900 and for **each** event or development identified:

- Discuss the historical circumstances surrounding the event or development
- Evaluate the importance of the event or development on the growth of the United States

You may use any example from your study of United States history. Some suggestions you might wish to consider include Louisiana Purchase (1803), completion of the Erie Canal (1825), War with Mexico (1846–1848), Homestead Act (1862), completion of the first transcontinental railroad (1869), and Native American Indian policies (1800–1900).

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

#### Guidelines:

##### In your essay, be sure to:

- Address all aspects of the *Task*
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization
- Introduce the theme by establishing a framework that is beyond a simple restatement of the *Task* and conclude with a summation of the theme

NAME \_\_\_\_\_

SCHOOL \_\_\_\_\_

### Part III

#### DOCUMENT-BASED QUESTION

**This question is based on the accompanying documents (1–7). The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account both the source of each document and any point of view that may be presented in the document.**

#### Historical Context:

The women’s rights movement had all but disappeared after the adoption of the 19th Amendment in 1920. However, in the post–World War II period, women increasingly realized that they continued to face obstacles in achieving equality in 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 why women were dissatisfied with their roles after World War II
- Discuss specific attempts by women to achieve equality after World War II

## Part A

### Short-Answer Questions

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

#### Document 1

Within two months after the war, some 800,000 women had been fired from jobs in the aircraft industry; the same thing was happening in the auto industry and elsewhere. In the two years after the war, some two million women had lost their jobs.

In the post-war years, the sheer affluence [wealth] of the country meant that many families could now live in a middle-class existence on only one income. In addition, the migration to the suburbs physically separated women from the workplace. The new culture of consumerism told women they should be homemakers and saw them merely as potential buyers for all the new washers and dryers, freezers, floor waxers, pressure cookers, and blenders.

— David Halberstam, *The Fifties*

- 1a According to David Halberstam, when World War II ended, what happened to many of the women who had been employed during the war? [1]

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Score

- b What does this passage indicate about the role women were expected to play in the 1950s? [1]

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Score

## Document 2

Each suburban wife struggled with it [a sense of dissatisfaction] alone. As she made the beds, shopped for groceries, matched slipcover material, ate peanut butter sandwiches with her children, chauffeured Cub Scouts and Brownies, lay beside her husband at night — she was afraid to ask even of herself the silent question—“Is this all [there is]?”

— Betty Friedan, *The Feminine Mystique*, 1963

- 2 According to this document, why were some American women dissatisfied with their lives during the 1950s and 1960s? [1]

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Score

### Document 3

Women comprise less than 1% of federal judges; less than 4% of all lawyers; 7% of doctors. Yet women represent 51% of the U.S. population. . . .

Discrimination in employment on the basis of sex is now prohibited by . . . the Civil Rights Act of 1964. But although nearly one-third of the cases brought before the Equal Employment Opportunity Commission during the first year dealt with sex discrimination, . . . the Commission has not made clear its intention to enforce the law with the same seriousness on behalf of women as of other victims of discrimination.

Join us in taking action to work toward these goals:

Ratification of the Equal Rights Amendment

Equal employment opportunities

Developmental child care

Paid maternity leave

Right to control our own reproductive lives

Improvement of the image of women in the mass media

— National Organization for Women, 1966

3a Why did the National Organization for Women (NOW) believe it had to continue to support equal opportunities for women after the passage of the Civil Rights Act of 1964? [1]

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Score

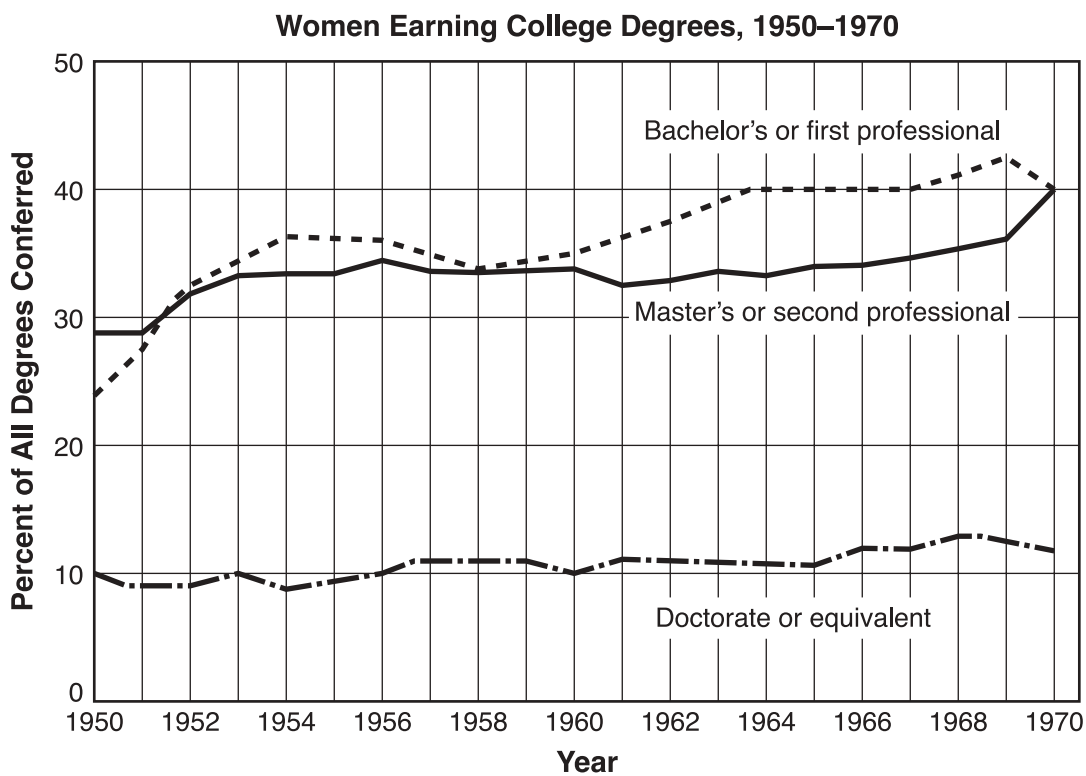
b State **one** significant goal of the National Organization for Women. [1]

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Score

Document 4



4 According to this graph, what generalization can be made about the levels of education attained by women between 1950 and 1970? [1]

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Score

## Document 5

Why is it acceptable for women to be secretaries, librarians and teachers, but totally unacceptable for them to be managers, administrators, doctors, lawyers, and members of Congress? The unspoken assumption is that women are different. They do not have executive ability, orderly minds, stability, leadership skills, and they are too emotional.

Prejudice against women is still acceptable. There is very little understanding yet of the immorality involved in double pay scales and the classification of most of the better jobs as “for men only.” . . .

It is for this reason that I wish to introduce today a proposal that has been before every Congress for the last forty years and that sooner or later must become part of the basic law of the land—the equal rights amendment.

— Congresswoman Shirley Chisholm, 1969

5 Why did Congresswoman Chisholm support the passage of an equal rights amendment? [1]

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Score

## Document 6

Earnings by Occupation, 1981 Weekly Medians		
	Women's Pay	Men's Pay
Clerical workers	\$220	\$328
Computer specialists	355	488
Editors, reporters	324	382
Engineers	371	547
Lawyers	407	574
Nurses	326	344
Physicians	401	495
Sales workers	190	366
Teachers (elementary)	311	379
Waiters	144	200

Source: *Time*, July 12, 1982

- 6 Based on this chart, what conclusion can be drawn from comparing the earnings of women with the earnings of men in 1981? [1]

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Score

## Document 7

The Equal Pay Act represented the first significant step toward ending wage discrimination for women workers. In 1963, full-time female workers were earning on average 63% less than male workers. By 1971, the disparity had dropped to 57% and in 1998, the [wage] gap had closed to under 25%.

— Deborah G. Felder, *A Century of Women*

7 According to Deborah G. Felder, what effect did the Equal Pay Act have on the wage gap for women? [1]

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Score

## Part B

### Essay

*Directions:* Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from at least **four** documents to support your response.

#### Historical Context:

The women's rights movement had all but disappeared after the adoption of the 19th Amendment in 1920. However, in the post–World War II period, women increasingly realized that they continued to face obstacles in achieving equality in American society.

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

- Discuss why women were dissatisfied with their roles after World War II
- Discuss specific attempts by women to achieve equality after World War II

#### Guidelines:

##### In your essay, be sure to:

- Address all aspects of the *Task* by accurately analyzing and interpreting at least **four** documents
- Incorporate information from the documents in the body of the essay
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization
- Introduce the theme by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and conclude with a summation 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, August 13, 2002 — 12:30 to 3:30 p.m., only

ANSWER SHEET

☐ Male

Student ..... Sex: ☐ 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..... |
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| 22..... | 47..... |
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| 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

Tear Here

Tear Here

# FOR TEACHERS ONLY

The University of the State of New York

## REGENTS HIGH SCHOOL EXAMINATION

### UNITED STATES HISTORY AND GOVERNMENT

Tuesday, August 13, 2002 — 12:30 to 3:30 p.m., only

### SCORING KEY AND RATING GUIDE

#### 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*.

#### 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.

#### 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

### United States History and Government

August 13, 2002

#### Part I

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

Cut Here

Cut Here

### 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—August 2002**

**Theme: Territorial Expansion (1800–1900)**

Various events or developments have influenced the territorial expansion of the United States. In 1800, the United States was a new nation of approximately 895,000 square miles of territory. By 1900, the nation had grown to about 3,000,000 square miles of territory.

**Task:** Identify *two* events or developments that had a significant impact on United States territorial expansion between 1800 and 1900 and for *each* event or development identified:

- Discuss the historical circumstances surrounding the event or development
- Evaluate the importance of the event or development on the growth of the United States

You may use any example from your study of United States history. Some suggestions you might wish to consider include Louisiana Purchase (1803), completion of the Erie Canal (1825), War with Mexico (1846–1848), Homestead Act (1862), completion of the first transcontinental railroad (1869), and Native American Indian policies (1800–1900).

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

**Score of 5:**

- Shows a thorough understanding of events or developments that had a significant impact on United States territorial expansion between 1800 and 1900
- Thoroughly addresses all aspects of the task evenly and in depth by identifying *two* events or developments, discussing fully the historical circumstances surrounding these events or developments, and then fully evaluating the importance of these events or developments on the growth of the United States
- Shows an ability to analyze and evaluate events or developments that had a significant impact on United States territorial expansion between 1800 and 1900
- Richly supports the theme with relevant facts, examples, and details
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme of United States territorial expansion between 1800 and 1900 by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme

**Score of 4:**

- Shows a good understanding of events or developments that had a significant impact on United States territorial expansion between 1800 and 1900
- Addresses all aspects of the task by identifying *two* events or developments, discussing fully the historical circumstances surrounding these events or developments, and then fully evaluating the importance of these events or developments, but may do so somewhat unevenly
- Shows an ability to analyze and evaluate events or developments that had a significant impact on United States territorial expansion between 1800 and 1900
- Incorporates relevant facts, examples, and details, but may mention details without fully discussing them
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme of United States territorial expansion between 1800 and 1900 by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme

**Score of 3:**

- Shows a satisfactory understanding of events or developments that had a significant impact on United States territorial expansion between 1800 and 1900
- Addresses fully most aspects of the task *or* addresses all aspects of the task in a limited way
- Shows an ability to analyze and evaluate events or developments that had a significant impact on United States territorial expansion between 1800 and 1900
- Incorporates some facts, examples, and details without fully discussing them
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of United States territorial expansion between 1800 and 1900 by repeating the task and concludes by simply repeating the theme

**Some Examples of Addressing the Task at Score Level 3**

<b>Number of identified events or developments</b>	<b>Discussion of historical circumstances</b>	<b>Evaluation of importance</b>
2	Fully discusses the historical circumstances of both events	No evaluation
1	Fully discusses the historical circumstances of the event	Fully evaluates importance of the event
2	No discussion	Fully evaluates fully both events
2	Briefly discusses the historical circumstances of both events	Briefly evaluates both events

**Score of 2:**

- Shows a limited understanding of events or developments that had a significant impact on United States territorial expansion between 1800 and 1900
- Attempts to address some aspects of the task for *one* event by mentioning the historical circumstances of the event and making an evaluative statement (without explaining and substantiating it) about the importance of the event *or* addresses some aspects of the task for *two* different events or developments but in a very limited way
- May develop a faulty or weak analysis or evaluation
- Includes few facts, examples, and details, and may include information that contains inaccuracies
- Is a poorly organized essay, lacking focus; may contain digressions; and may not clearly identify which aspect of the task is being discussed
- May lack an introduction and/or a conclusion or these elements may not refer to the theme of United States territorial expansion between 1800 and 1900

**Score of 1:**

- Shows a very limited understanding of events or developments that had a significant impact on United States territorial expansion between 1800 and 1900
- Makes little effort to address the different aspects of the task
- Lacks an analysis or evaluation of events or developments that had a significant impact on United States territorial expansion between 1800 and 1900
- Includes few or no accurate or relevant facts, examples, or details; may contain inaccuracies
- Demonstrates a major weakness in organization
- May lack an introduction and/or conclusion or these elements may not refer to the theme of United States territorial expansion between 1800 and 1900

**Score of 0:** Fails to address the theme, is illegible, or is a blank paper

From the tiny thirteen original states to the vast nation today, the size of the United States has grown immensely. Around 1800, the country was about 895,000 miles in size. A hundred years later, in 1900, the United States had expanded to roughly 3 million miles. During this hundred year period there were many policies, events and developments that impacted territorial expansions. Two major events were the Louisiana Purchase of 1803 and the Mexican War of 1846-1848.

The area of the Louisiana Purchase was in possession of France, in 1803. Napoleon was planning on using this land as a breadbasket: an area that would provide crops for his colonies. At that point, France was stumbling into economic problems. Colonies in the Caribbean were revolting. Napoleon also had to finance a massive war in Europe. To win his wars, Napoleon needed money. He realized he could sell the Louisiana area and make a profit.

President Jefferson was interested in purchasing the port of New Orleans as a way to ~~guarantee~~ guarantee access to this port. This port was important to Americans farmers living west of the Appalachian mountains. They could float their crops on barges down the Ohio River, for example, and into the Mississippi River to New Orleans. When Napoleon wanted to sell all of the Louisiana Territory - not just the port

of New Orleans—Jefferson had a problem. As a strict constitutional interpreter, he believed he could not buy the land. But \$15 million for that entire land area was too good a deal. So, Jefferson arranged the Louisiana Purchase by means of a treaty.

The Louisiana Purchase had a very positive impact on the growth of the United States. The size of the United States ~~was~~ doubled. It brought along fertile areas for production and new water ways. The explorers Lewis and Clark discovered numerous natural resources and birds. The Louisiana Purchase greatly helped the United States as well because there was unlimited access to the Mississippi River and the port of New Orleans.

The Mexican War also helped with territorial expansion. The U.S. had annexed Texas in 1845 and made it a state. The Texas boundary with Mexico was in dispute. Mexico claimed the Nueces River, not the Rio Grande, as the southern boundary of Texas. President Polk wanted to purchase lands from Mexico, but Mexico wouldn't sell. Polk saw defeating Mexico in a war as a way to gain the lands Mexico wouldn't sell. When Mexican troops fired on U.S. military troops under Zachary

Taylor in the disputed area, President Polk asked Congress to declare war on Mexico. Polk said American blood had been shed on American soil.

American victory in the Mexican War also greatly impacted the growth of the United States. The Treaty of Guadalupe Hidalgo led to the Mexican Cession. Much land – most of what is today Arizona, New Mexico and California – was given by Mexico to the U.S. for a small sum of money. This land at first appeared to be worthless but later proved to be quite ~~of~~ valuable. In California, gold was discovered in 1848. The "49ers" who flocked there in a gold rush, made several millionaires almost overnight. This Mexican Cession also gave routes for a transcontinental railroad. The United States had reached its goal of Manifest Destiny, reaching from the East Coast to the Pacific Ocean. Another long-term effect of the Mexican War, however, is the strained U.S. - Mexican relations. Germany tried to exploit this strain during World War One in the Zimmerman Telegram incident.

The United States was greatly influenced by the new land and resources it acquired

during the period 1800-1900. The events of the Louisiana Purchase and the Mexican War greatly expanded the country and its resources.

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**Anchor Level 5-A**

**The response:**

- Shows a thorough understanding of the significant impact the Louisiana Purchase and the Mexican War had on United States territorial expansion between 1800 and 1900
- Thoroughly addresses all aspects of the task evenly and in depth by identifying the Louisiana Purchase and the Mexican War, discussing fully the historical circumstances surrounding these events (Napoleon needed money to finance his European wars; American farmers west of the Appalachians wanted guaranteed access to the port of New Orleans; Texas-Mexico boundary was in dispute; American troops fired upon in the disputed area), and then fully evaluating the importance of these events on the growth of the United States
- Shows an ability to analyze and evaluate the impact these events had on United States territorial expansion (size of the United States doubled, secured guaranteed access to the port of New Orleans, territory contained many natural resources; acquisition of much of what is today New Mexico, Arizona, and California; important resources such as gold; strained United States-Mexican relations)
- Richly supports the theme with relevant facts, examples, and details (purchase of Louisiana Territory for \$15 million; Jefferson, a strict constructionist; Lewis and Clark expeditions; Zachary Taylor; Manifest Destiny; Treaty of Guadalupe Hidalgo; Mexican Cession; Gadsden Purchase; Zimmerman telegram)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization by discussing both aspects of the task for the Louisiana Purchase and then discussing both aspects for the Mexican War
- Introduces the theme of United States territorial expansion between 1800 and 1900 by establishing a framework that is somewhat beyond a simple restatement of the task and concludes with a summation of the theme

**Conclusion:** Overall, this response fits the criteria for Level 5. In terms of discussing the historical circumstances of these events and evaluating their importance on the growth of the United States, much detailed information is provided along with a very good analysis of the impact of both events.

When Americans gained their independence from Britain following the Revolutionary War, Americans were delighted at the strip of land they were given along the eastern border of North America. However, beginning in the early nineteenth century, American desires for westward expansion and development became clear. During this period, citizens preached the concept of manifest destiny, or God's will to have America span across the continent. Proof of this is found in the Louisiana Purchase (1803) and America's War with Mexico (1846-1848).

In 1803, President Thomas Jefferson sent aides to France to discuss the purchase of the port of New Orleans. What Jefferson did not know was that this purchase would turn into one of the most important diplomatic decisions America has ever made. Napoleon offered the whole tract of land in mid-America, known as Louisiana, to Jefferson for \$15 million. Despite the question of the constitutionality of this purchase, Jefferson agreed to buy it.

This purchase had a great impact on the growth of the U.S. for many reasons. Namely, it doubled the size of the nation and allowed for <sup>the</sup> westward expansion which was desired by so many individuals. It also appeased Jefferson's view of the United States as an agrarian society, based on farming and ranching. Furthermore, it allowed the U.S. to gain control of the very important port of New Orleans which would serve as a main point of cargo and transportation in later years. Since water was the safest and easiest way to commute, the Mississippi River also aided Americans in their growth and development.

The war with Mexico perhaps better describes America's

determination and corollation with Manifest destiny. Since Americans had been openly invited to inhabit the Mexican territory of Texas and much of what is now the American Southwest, they soon desired to break free from Mexico's growing control and power over them. This, coupled with the American desire to gain and acquire new territories which they felt they rightly owned, as well as the increasingly treacherous and dangerous border raids, led to the conflict between Mexico and the United States in 1846. Two years later, the Americans would become victorious.

With victory, America was granted Mexican claims in the southwestern section of our nation. Eventually, this resulted in the new states of Texas, California, New Mexico and Arizona. Again, due to the concept of manifest destiny, Americans quickly ventured westward in search of new lives, adventure and freedom. The discovery of gold in California in 1849, led to the California Gold Rush. Due to American claims in this region, the railroad was expanded and more and more people began to settle in the area. Today, Texas and California are two of the top three most populous states in the nation. The acquisition of new territory as the result of the war with Mexico left a profound impact on America's growth and development.

As can be seen, the Louisiana Purchase and the war with Mexico truly embody the Territorial Expansion which occurred throughout the nineteenth century. Without either of these gains, America would never have become the truly great and powerful nation that it is today.

## Anchor Level 5-B

### **The response:**

- Shows a thorough understanding of the significant impact the Louisiana Purchase and the Mexican War had on United States territorial expansion between 1800 and 1900
- Thoroughly addresses all aspects of the task evenly and in depth by identifying the Louisiana Purchase and the Mexican War, discussing fully the historical circumstances surrounding these events (Jefferson sent aides to France to purchase New Orleans; belief in the concept of Manifest Destiny; Jefferson's plan for an agrarian society; resentment of Mexican control of the southwest), and then fully evaluating the importance of these events on the growth of the United States
- Shows an ability to analyze and evaluate the impact these events had on United States territorial expansion (purchase of Louisiana is one of the most important diplomatic decisions; two most populous states today are in the region acquired from Mexico)
- Richly supports the theme with relevant facts, examples, and details (President Thomas Jefferson; purchase price of \$15 million; doubled the size of the United States; Manifest Destiny; Mexican territory of Texas; border raids; new states; California gold rush of 1849)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization by discussing both aspects of the task for the Louisiana Purchase and then discussing both aspects for the Mexican War
- Introduces the theme of United States territorial expansion between 1800 and 1900 by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme

**Conclusion:** Overall, this response best fits the criteria for Level 5. This response contains the minimal amount of discussion and analysis needed to be considered a “thorough addressing of all aspects of the task” at Level 5.

Many events and developments have influenced territorial expansion of the United States. By 1900 the United States had grown to about three million square miles.

One event was Native American Indian policies. Native Americans were already living on the land and this created a problem for white settlers who wanted the land. The U.S. government helped out the white settlers with such policies as the Indian Removal Act of 1830. This law moved Indian tribes to reservations west of the Mississippi River. Later, as white settlers moved into the Great Plains there were more tensions. Sometimes, the confrontations between white settlers and Indians would go bad such as the Battle Big Horn incident. Then in 1887, Congress passed the Dawes Act in the hopes of encouraging Native Americans to become like whites and become U.S. citizens.

These Native American policies allowed white settlement of the west but had many negative effects. Native Americans resented the way they were forced off

their lands and onto reservations.

Native Americans disliked the Dawes Act because it was an attempt to destroy their culture and take away their reservation land.

Another event that had a significant impact on territorial expansion between 1800-1900 was the building of the first transcontinental railroad in 1869. With the chance to get from the east coast to the west coast of the US in a matter of days, the possibilities were plentiful. Products could get shipped on a train instead of a long wagon ride. The railroad also provided for the transportation of immigrants from Ellis Island well into the frontier. So the first transcontinental railroad was definitely a major impact.

The events or developments that increased territorial expansion in the US from 1800-1900 greatly prepared the US for the future. Having all new resources at their disposal the people of America helped "set the table" for a great, prosperous future.

#### Anchor Level 4-A

**The response:**

- Shows a good understanding of the significant impact Native American Indian policies and the transcontinental railroad had on United States territorial expansion between 1800 and 1900
- Addresses all aspects of the task, but does so somewhat unevenly, providing only a limited discussion of the historical circumstances surrounding the transcontinental railroad
- Shows an ability to analyze and evaluate the impact these developments had on United States territorial expansion
- Incorporates relevant facts, examples, and details (Native American Indians were the original inhabitants; Indian Removal Act of 1830; reservations; Little Big Horn; Dawes Act; goods shipped by railroad in a matter of days; transportation for immigrants from Ellis Island to the frontier)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme of United States territorial expansion between 1800 and 1900 by establishing a framework that is a simple restatement of the task and concludes with more than a simple summation of the theme

**Conclusion:** Overall, this response minimally fits the criteria for Level 4. All required aspects of the task are addressed, although somewhat unevenly. However, the conclusion contains some good analysis and insight.

In the 1800's and 1900's, there were many events and developments that brought the U.S. more territories. Out of the many events, the Louisiana Purchase and the Native American Indian policies are two that helped with U. S. expansion.

The Louisiana Purchase increased the size of the U.S. dramatically. France had originally owned the Louisiana Territory that went all the way up to the Canada border. Thomas Jefferson was the president at the time when France wanted to sell the land. Jefferson knew the land would be good for U.S. expansion but didn't know if it was constitutional. He wasn't sure if the Constitution gave the president the authority to buy land from other countries, but he went ahead and bought the land anyway. The Louisiana Purchase just about doubled the size of the U. S. and it was just the beginning of many new lands to come. Most importantly, the U. S. gained the port of New Orleans to ship goods using the Mississippi River.

The second event, Native American Indian policies, also changed the U.S. expansion. When the United States got larger as it expanded, many Native Americans still lived all over the U.S. People were probably afraid to move out west because so many Indians were around. So the U.S. federal government forced the Indians to move into designated areas called reservations. These reservations usually had undesirable land which the Indians couldn't farm. More people began to <sup>move</sup> west and eventually found gold. Native Americans were

also discriminated against and many acts were made to exclude the Native Americans from the new U.S. society. These policies have strained white-Native American relations so much that it continues today.

The Louisiana Purchase and Native American policies helped to influence U.S. expansion. These two are just a few of the many events that helped the U.S. to grow. And because of all the developments, in 1900, the U.S. had grown from 895,000 sq. miles to about three million.

**Anchor Level 4-B**

**The response:**

- Shows a good understanding of the significant impact the Louisiana Purchase and Native American Indian policies had on United States territorial expansion between 1800 and 1900
- Addresses all aspects of the task, but does so somewhat unevenly
- Shows an ability to analyze and evaluate the impact these events had on United States territorial expansion (gained the port of New Orleans; use of the Mississippi River)
- Incorporates relevant facts, examples, and details (France, the original owner of Louisiana; President Jefferson's concerns about the constitutionality of the purchase; doubled the size of the United States; United States government forced Native Americans to move to reservations; reservations were usually undesirable lands; white settlers moved West; gold found in the West; many acts to exclude Native Americans from the new United States society)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme of United States territorial expansion between 1800 and 1900 by establishing a framework that is little more than a simple restatement of the task and concludes with a summation of the theme

**Conclusion:** Overall, this response best fits the criteria for Level 4. All aspects of the task are addressed with some discussion and analysis.

In the year 1800, the United States consisted of less than one million square miles of territory. In just one hundred years, the United States had more than tripled its size.

There were a lot of events or developments that led to this massive territorial expansion.

Two of the most important were the buying of the Louisiana Territory and War with Mexico.

In the year 1803, Thomas Jefferson purchased the Louisiana Territory from France. Jefferson went to France with the hope of just buying New Orleans, for about ten million dollars.

This was an important port city in the Gulf of Mexico which would allow the shipping of western farm products to be faster and cheaper. France was caught up with the Napoleonic Wars in Europe and decided to get rid of their entire colony in North

America so they offered all of Louisiana to Jefferson for fifteen million dollars. Jefferson jumped at the offer and in a very short time, the U.S. more than doubled in size. This much unsettled land led to the availability of a lot of cheap farm land in the west, and a lot of cheap land led immigrants to come to America to achieve their dream of owning their own farm.

In the years 1846 to 1848, the United States fought Mexico in hopes of acquiring California and other lands as concessions. There was a disputed boundary between the U.S. and Mexico and when Mexican troops killed Americans that were on our side, of what we thought was the boundary, American troops invaded Mexico. In three years, the U.S. had gotten Mexico to give up California

and other territories North of Rio Grande. In return the U.S. gave them some money for their loss so it didn't look like stealing. California would be very valuable because soon there would be a gold rush and it was the place where Asian immigrants came to the U.S.

In just one hundred years the U.S. more than tripled its ~~size~~ size. Two of the big reasons for this increase was the Louisiana Purchase and War with Mexico. These two actions helped lead to and achieve the goal of Manifest Destiny.

## Anchor Level 4-C

### **The response:**

- Shows a good understanding of the significant impact the Louisiana Purchase and the Mexican War had on United States territorial expansion between 1800 and 1900
- Addresses all aspects of the task, but does so somewhat unevenly
- Shows an ability to analyze and evaluate the impact these events had on United States territorial expansion
- Incorporates relevant facts, examples, and details (Louisiana purchased from France; President Jefferson initially wanted to buy only New Orleans; New Orleans an important port city in the Gulf of Mexico; France caught up in Napoleonic Wars in Europe; fifteen million dollars purchase price; purchase doubled the size of the United States; United States wanted to acquire California; disputed boundary between United States and Mexico; Mexican troops killed Americans; Rio Grande River; California gold rush; place for Asian immigrants)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme of United States territorial expansion between 1800 and 1900 by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme

**Conclusion:** Overall, this response best fits the criteria for Level 4. Two major events are addressed extensively but somewhat unevenly.

There has been various events and developments that have influenced territorial expansion of the United States. Between 1800 and 1900 there was a significant change of the size of the union. Two examples of territorial expansion of the U.S. was the Louisiana Purchase in 1803 and the war with Mexico in 1846-1848. These helped the United States expand its territory so that it would become the size that it is today.

The Louisiana Purchase of 1803 was a very important purchase for the US at the time. Thomas Jefferson was unsure if he should buy it, because it would go against his morals, but he couldn't pass it up because it would be so good for the growing union. Good things that came out of this was the gigantic expansion out west, which is considered middle America today. This chunk of land bought was a lot bigger than the size of the U.S. before the purchase. With the purchase, the Mississippi River and other good rivers came with the land to help transportation of goods and trade, to move things east quicker and down south quicker. This purchase also got French and British forts out of the United States, which was a big relief to the US because of fear of war. This is why the purchase of this territory was so important for the developing US.

The War with Mexico in 1846-1848 was an important event that helped the US grow and expand its territory. The US wanted all foreign influence out of the continent chunk that would be known as the United States. This war was risky, because loss would set them back to how they were before the Revolutionary War, but the US prevailed and won the war. The war winnings included Mexican influence out of the continent and the states out far west including New Mexico, Arizona, California. This was

important because it gave the US protection on the west coast from Asian countries. Helped the gold rush become an American thing, to benefit the American economy. This is why the war with Mexico was beneficial to the territorial expansion for the US.

Territorial Expansion has always been important for the United States, to gather resources and rivers and to rid the country of foreign influence. Two important events that did this was the Louisiana Purchase of 1803 and the war with Mexico in 1846-1848. Both events helped shape America into what it is today.

**Anchor Level 3-A**

**The response:**

- Shows a satisfactory understanding of the significant impact the Louisiana Purchase and the Mexican War had on United States territorial expansion between 1800 and 1900
- Addresses fully most aspects of the task by identifying these events and evaluating fully the importance of these events on the growth of the United States and provides some discussion of the historical circumstances surrounding these events (removal of foreign influences; need for growth of the nation)
- Shows an ability to analyze and evaluate the impact these events had on United States territorial expansion
- Incorporates some facts, examples, and details (United States wanted all foreign influence out of the continent; Mississippi helped transportation of goods and trade; removal of Mexican influence from far western states of New Mexico, Arizona, and California; gave United States protection on the west coast; gold rush)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of United States territorial expansion between 1800 and 1900 by repeating the task and introducing the two events to be discussed and concludes by repeating the theme and summarizing these events

**Conclusion:** Overall, this response best fits the criteria for Level 3. The response fully evaluates both events but provides almost no discussion of the historical circumstances surrounding these two events. Although the response implies that all Mexican influence is out of the continent, this interpretation does not detract from the basic geographic knowledge exhibited.

Various events and developments have influenced territorial expansion of United States. In ~~the~~ 1800, the United States was a new nation of approximately 895,000 square miles of territory. By 1900, the nation had grown to about three million square miles of territory. Much of this expansion is due to the Homestead Act of 1862 and the completion of the first continental railroad in 1869. Both of these actions and events ~~also~~ greatly influenced the expansion of the United States.

One ~~example of~~ event which greatly affected the territorial expansion of the United States was the Homestead Act. The Homestead Act was made in 1862. In this act the government sold off huge shares of land in the west for fairly cheap prices, hoping to expand the U.S., eventually completing ~~the~~ manifest destiny. This new Homestead Act also had the government ~~also~~ <sup>funded</sup> people who started up large farms which

helped to feed the people of the U.S.. The Homestead Act also allowed people of all colors and walks of life, to own their own property and become successful. The Homestead <sup>states</sup> was very important to many ~~former~~ <sup>people</sup> ~~states~~ people because it gave them a sort of freedom, which they didn't have in the South. They could now actually prosper, much more so than in the South, and determine their own future, and be successful. The Homestead also helped to develop many undeveloped regions and settle new parts of the country. The Homestead Act greatly ~~helped~~ influenced the expansion of the U.S.

### Anchor Level 3-B

**The response:**

- Shows a satisfactory understanding of the significant impact the Homestead Act had on United States territorial expansion between 1800 and 1900
- Addresses fully most aspects of the task by discussing the historical circumstances surrounding the Homestead Act and evaluating its importance on the growth of the United States
- Shows an ability to analyze and evaluate the impact the Homestead Act had on United States territorial expansion
- Incorporates some facts, examples, and details (the government sold land at a cheap price; Manifest Destiny; western farmland helped feed the people of the United States; led to the development of previously undeveloped lands in the West)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of United States territorial expansion between 1800 and 1900 by repeating the task but lacks a conclusion

**Conclusion:** Overall, this response best fits the criteria for Level 3. Although unsupported generalizations are made (success of the Homestead Act), one event is addressed fully with adequate detailed information and evaluation.

Ever since the United States began, Americans have felt the need to expand their land. From the original 13 colonies spread all the way to California, or from one million square miles in the 1800s to three million square miles in the 1900s.

The United States usually used military power to expand but when the United States was very young and Thomas Jefferson was the president he was offered a deal he couldn't refuse. Napoleon was off conquering Europe when he decided to sell the Louisiana Territory to America, an area that spread from the Mississippi and across the great plains. Although Jefferson didn't believe in expansion, Napoleon offered such a low price, Jefferson couldn't refuse.

Of course while the United States was expanding, Native Americans were not. Americans and Native Americans refused to live together peacefully. Even though the natives were here first, the government felt that the natives should be pushed farther west and onto reservations. Of course this didn't go over well with the natives so the result was violence, starvation and poor treatment leading to a drastic downfall in Native American population.

The United States knows it was wrong in the nineteenth century when it came to belittling the Native American population, but the United

States was now three times as big. It would seem that that was more than America could use, however Manifest destiny pushed America to the pacific coast.

As a result of the expansions, the United States of America has expanded from 13 to 50 states, has quadrupled in size and has left a group of people, the Natives of America, damaged. However the actions of the government in territorial expansions, through wars or money has got us where we are today.

#### Anchor Level 3-C

##### The response:

- Shows a satisfactory understanding of the significant impact the Louisiana Purchase and Native American Indian policies had on United States territorial expansion between 1800 and 1900
- Addresses fully most aspects of the task by discussing the historical circumstances surrounding these two events
- Shows very limited ability to analyze and evaluate the impact these events or developments had on United States territorial expansion
- Incorporates some facts, examples, and details (President Jefferson; Napoleon off conquering Europe when he decided to sell Louisiana to America; Louisiana Territory spread from the Mississippi across the Great Plains; Native Americans were here first; government felt Native Americans should be pushed further west and onto reservations; Manifest Destiny)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of United States territorial expansion between 1800 and 1900 by repeating the task and concludes by summarizing the theme

**Conclusion:** Overall, this response best fits the criteria for Level 3. The historical circumstances regarding two different events are discussed, but no evaluative comments are made regarding the Louisiana Purchase. The concluding paragraph makes a passing evaluative comment about damage to the Native American peoples without any development of this comment.

Various events or developments have allowed the U.S. to increase in size. In 1800 the U.S. had approximately 895,000 sq. miles, but by 1900 the nation had about 3 million sq miles of territory. A couple of the events that allowed this territorial gain was the Louisiana Purchase, and the completion of the first transcontinental railroad.

The Louisiana Purchase expanded the nation greatly. It extended the U.S. westward which included states like Wyoming, N. Dakota, Minnesota, and so forth. The importance of this territorial gain was it allowed more land for more people to settle, therefore increasing the population of the U.S.

The completion of the first transcontinental railroad was a huge asset to the increase of land in the U.S. The transcontinental railroad allowed people to travel to the east and west linking the two. Therefore, after people are traveling, businesses tend to grow, and towns are built, therefore not only increasing the amount of land the U.S. had, but also increasing the economy.

In conclusion, these two events greatly helped the U.S. grow and prosper; giving the U.S. more land for people to settle, and with allowing people to travel by train, the development of towns and businesses.

**Anchor Level 2-A**

**The response:**

- Shows a limited understanding of the significant impact the Louisiana Purchase and the transcontinental railroad had on United States territorial expansion between 1800 and 1900
- Attempts to address some aspects of the task for these events or developments in a very limited way
- Develops a very weak analysis or evaluation
- Includes few facts, examples, and details (the purchase expanded the nation greatly; allowed for more people to settle and this increased the nation's population; transcontinental railroad allowed people to travel east and west linking the two; caused businesses to grow and towns to be built)
- Is a satisfactorily organized essay, demonstrating a general plan of organization
- Contains an introduction that refers to the task and a conclusion that summarizes the theme

**Conclusion:** Overall, this response best fits the criteria for Level 2. Some evaluation of the impact of the Louisiana Purchase and the transcontinental railroad on the growth of the United States is provided, but there is no discussion of the historical circumstances surrounding these events. Some information is mentioned but is not discussed.

Various events or developments have influenced territorial expansion of the United States. In 1800, the United States was a new nation of approximately 895,000 square miles of territory. By 1900, the nation had grown to about three million square miles of territory.

In 1825 the completion of the Erie Canal increased trade and immigration into the United States. The Erie Canal River made it easier for people to travel to different parts of the state. It increased the number of people and in turn brought the U.S. to expand its territory with people living here and starting families. Another development, the transcontinental railroad of 1869, helped the U.S. expand by having a railroad stretch across the U.S. and bringing more people and needing more space to put them. ~~The~~

The United States has expanded because of the development of machinery that brings more people and materials to the United States.

## Anchor Level 2-B

### **The response:**

- Shows a limited understanding of the significant impact the Erie Canal and the transcontinental railroad had on United States territorial expansion between 1800 and 1900
- Attempts to address some aspects of the task in a limited way
- Develops a weak analysis
- Includes a few facts, examples, and details (increased trade and immigration; improved travel; need for more space)
- Demonstrates a general plan of organization
- Introduces the theme of United States territorial expansion between 1800 and 1900 by simply repeating the task and concludes by referring to the development of machinery as a factor of expansion

**Conclusion:** Overall, the essay fits most of the criteria for a Level 2. The historical circumstances leading to the development of the Erie Canal and the transcontinental railroad are not mentioned, but the effect of these developments is accurate although simplistic.

Various events or developments has influenced the need to expand ~~territory~~ territory in United States. By 1800's the U.S. had only the original 13 states. By the 1900's, U.S. had doubled in size with ~~territories~~ territories under ~~the~~ indirect control of U.S.

Under President Jefferson, the country doubled in size in 1800. Jefferson bought Louisiana Territory from France in 1803 for 15 million. Jefferson did not know how big the U.S. really was. Jefferson was not sure if the ~~Washington~~ constitution allowed him to buy land, but he did it anyway. This was the same time the marbury v. madison case was in the Supreme Court. It was important because it ~~origin~~ <sup>defined</sup> the U.S. ~~Ground~~ <sup>for</sup> new states.

Under President Polk, the country also gained some land. It was during the Mexican war. United States and Mexico both disputed over the Texas border, so they went to ~~some~~ war. Mexico was defeated. From the war, the U.S. ~~a~~ acquired 6 more states and the U.S. bought them for 15 million. Texas had been annexed years during the war. It was important because it put the manifest destiny goal into ~~an~~ effect.

## Anchor Level 2-C

### The response:

- Shows a limited understanding of the significant impact the Louisiana Purchase and the Mexican War had on United States territorial expansion between 1800 and 1900
- Attempts to address some aspects of the task for these events, mentioning the historical circumstances of the events and making an evaluative statement (without explaining and substantiating it) about the impact of these events on the growth of the United States
- Develops a weak evaluation of these events or developments by simply making a factual statement without discussion
- Includes some facts, examples, and details (purchase doubled the size of the United States; \$15 million as the purchase price; Jefferson was not sure if the Constitution allowed him to make the purchase; United States and Mexico went to war over the Texas border; Mexico was defeated; United States acquired more states), and contains some inaccuracies (country doubled in size in 1800)
- Is a poorly organized essay, lacking focus; and contains a digression (*Marbury v. Madison*)
- Contains an introduction that restates the task and lacks a conclusion

**Conclusion:** Overall, this response best fits the criteria for Level 2. Some attempt to address the historical circumstances surrounding two different events or developments is made, but there are major weaknesses.

The ~~main~~ US has expanded from 845,000 to 3 million square miles of territory. The Louisiana ~~Mon~~ Purchase had a great significance to this expansion. The US bought the land from napoleons. This gave us a lot of land for a good price.

Anchor Level 1-A

**The response:**

- Shows a very limited understanding of the significant impact the Louisiana Purchase had on United States territorial expansion between 1800 and 1900
- Makes very little effort to address the different aspects of the task, barely mentioning the historical circumstances surrounding the Louisiana Purchase
- Lacks an evaluation of the impact the Louisiana Purchase had on United States territorial expansion
- Includes few accurate relevant facts, examples, or details (purchased from Napoleon for a good price)
- Demonstrates a major weakness in organization
- Consists of a single paragraph with no clear introduction or conclusion

**Conclusion:** Overall, this response best fits the criteria for Level 1. The response attempts to address one aspect of one event in a very limited way.

Throughout history the United States has been known to expand frequently.

One instance is when we bought the Panama Canal from Panama. We did this so we could regulate trade. Now people had a direct route to follow in order to import and export goods. Every one was allowed to go through this canal, in fact Canada wanted to take it over until Panama declared themselves free and allowed the U.S. to run their canal. We promised Panama we would return it to them in 99 years, and we did just a couple of years ago. Another instance of expansion was the completion of the first transcontinental railroad in 1869. This was almost like the Panama Canal, used in means of trade, but as years went on technology was becoming more developed. We no longer needed to trade by ship. Using a train was faster and a guarantee to get where it has to go on time. As you can see, U.S. has come a long way, not only with trade, but with the purchasing of other states as well as in technology.

## Anchor Level 1-B

### **The response:**

- Shows a very limited understanding of the significant impact the transcontinental railroad had on United States territorial expansion between 1800 and 1900
- Makes little effort to address the different aspects of the task
- Lacks an analysis or evaluation of the impact of the railroad on United States territorial expansion
- Includes few accurate or relevant facts, examples, or details (trains were faster)
- Demonstrates a major weakness in organization
- Is one big paragraph with a one-sentence introduction and a one-sentence conclusion that are both simple restatements of the theme

**Conclusion:** Overall, this response best fits the criteria for Level 1. The information about the Panama Canal is outside the time parameter of the task and cannot be rated.

Through the idea of Manifest Destiny, Americans believed it was their duty to move westward to the Pacific Ocean. By the turn of the century, the United States had expanded 3000 miles across, from Atlantic to Pacific. Many events are responsible for this territorial expansion that made the United States as vast as it is today.

Possibly the most vital addition to the United States that led to further expansion was the Louisiana Purchase. Louisiana, a French territory, was ~~was~~ a vast landmass in the current-day midwestern region. Originally, the United States was only going to purchase the city of New Orleans to gain a Mississippi port and access to the Gulf of Mexico. Instead, President Jefferson purchased the entire landmass of over 1 million square miles, doubling the size of the nation virtually overnight. Jefferson, however, had to deal with the backlash due to his usually strict interpretations of the Constitution.

Once land was purchased, the next step was to get it settled. Only when settlers moved west would the new territories truly become part of the United States. With the completion of the trans-continental railroad, people were able to go west with ease and speed. Sleepy towns such as Los Angeles, Chicago, and Denver became cities overnight and the west was finally connected to the major cities of the east.

Expansion moved quickly, but not overnight. A long series of events is responsible for making America what it is today. Today, America is a vast, strong nation due to the expansionist efforts of the 1800's.

There were various events or developments that have influenced territorial expansion of the United States. In 1800, the United States was a new nation of approximately 895,000 square miles of territory. By 1900, the nation had grown to about three million miles of territory. Two events which led to the growth was the Homestead Act and the Louisiana Purchase.

The Homestead Act was passed in 1862 by Congress. This act was passed because there was a lot of unoccupied land out west. This act granted a quarter section of unoccupied land to a homesteader for free, as long as that person occupies and lives off the land for at least five years.

The Louisiana Purchase was a great buy in United States history. The United States bought Louisiana from France for 15 million dollars against Congress approval. But in the end it turned out good with its vast rich farming soil and the Mississippi River.

There were many acts passed to gain as much territory as we have now. There were also many disagreements and wars to receive all the land we have. But because of all this our nation is as big as it is now.

## Territorial Expansion

Throughout the 19th century to the beginning of the 20th century, the United States' frontier had more than tripled. In 1800 the US covered approximately 895,000 square miles, jumping to a whopping three million square miles by 1900. Multiple events took place to fuel this unprecedented rate of territorial expansion.

The first large land transaction in the United States' history would be the Louisiana Purchase in 1803. The idea of Manifest Destiny, to spread the nation from the Atlantic to the Pacific, were ripe on the minds of the people of the fledgling nation. Eventually, president Jefferson acted with the loose interpretation of Constitutionally granted powers, purchased the enormous Louisiana territory from the French, nearly doubling the land mass of the United States. The purchase furthered French-US relations and helped bail out a crippled French economy for at least the time being. The purchase was the first step to a long path of territorial expansion. With it came a period of issues regarding slavery and further territorial progress. Furthermore, the purchase made the dreams of Manifest Destiny far more feasible.

Another landmark event in territorial expansion was the completion of the first transcontinental railroad. Although it did not offer significant land gains if any, it did allow for rapid colonization of the west. The west was a wild frontier only available from the East by those willing to endure months on hazardous routes across treacherous terrain on wagon caravans, could now easily be arrived in a weeks time. The transcontinental railroad spurred rapid development of the

western frontier expanding the United States to a truly bicoastal nation. This <sup>expansion</sup> paved the way for an explosion of economic growth and linked the nation together.

Various events such as the Louisiana purchase and the completion of the first transcontinental railroad greatly influenced territorial expansion in the United States. Whether technological or political social reasons such as the idea of Manifest Destiny drove the nation on a continual path of expansion and domination. After the Mexican Cession in 1848 and the acquisition of Oregon Country in 1846 the United States switched from physical expansion to expanding its influence on policy by political and economic means.

Various events or developments have influenced territorial expansion of the United States. In 1200, the United States was a new nation of approximately 895,000 square miles of territory. By 1400, the nation had grown to about three million square miles of territory.

The Louisiana Purchase of 1803 was the purchase of land west of the Mississippi river by the U.S. Govt from Napoleon Bonaparte. Napoleon had needed the money to fund his campaign in Europe.

The acquisition of this land had pretty much doubled the size of this bustling new nation providing for more farmland and more room for the population of America to expand.

In 1869 the first transcontinental railroad in America had been completed. The railway started in two parts, one was commencing on the Pacific side, ~~the other~~ crossing the Rocky Mts and the other started ~~at~~ on the east or Atlantic, and it was a race to see who could lay down the most track. Both sides met within the Great Plains of America. The completion of this great railway signified the unification of America, making it possible to easily transport goods, people from one side of the states to another.

These events plus the addition ~~power~~  
of many others have led to the creation of  
America as one of today's world or "super"  
powers.

The United States ~~was~~ goes from the east coast of North America all the way to the west coast. When the nation was first developing it was a very small union of colonies. After various Indian lands and the Louisiana purchase the US changed its outlook on expansion.

Native American Indian policies were very harsh; they were forced wrongly off their land. People like Andrew Jackson pushed Indians off their lands and into reserves. The colonists were pushing people off their land since they arrived. That is one of the reasons, the US acquired so much land at first.

The Louisiana purchase in 1803 was also significant. The US purchased this land from France. France willingly sold this land because Napoleon was not sure he could maintain that land with all the conflict in Haiti. This purchase doubled the size of the US and increased their natural capital. It also encouraged them to get more land.

A concept known as manifest destiny became popular and was one of the

Main reasons why the US was  
so determined to increase their land.  
~~The~~ The Indian raids and the Louisiana  
purchase were two significant factors that  
increased land area in the US. The US  
has grown and become the country it  
is because of these events.

### Practice Paper A—Score Level 3

**The response:**

- Shows a satisfactory understanding of the significant impact the Louisiana Purchase and the transcontinental railroad had on United States territorial expansion between 1800 and 1900
- Addresses most aspects of the task for these events by discussing the historical circumstances surrounding the Louisiana Purchase and evaluating the importance of the transcontinental railroad on the growth of the United States
- Shows some ability to analyze and evaluate the impact these events or developments had on United States territorial expansion (settlement of the new territories made them truly part of the United States; Jefferson had to deal with backlash due to his strict interpretation of the Constitution)
- Incorporates some facts, examples, and details (French owned this area originally; United States only wanted to purchase the city of New Orleans so as to gain a Mississippi port and access to the Gulf of Mexico; President Jefferson's role; purchase doubled the size of the United States; railroads made the western lands more valuable by providing a way for more settlers to move west with ease and speed; small towns became big cities almost overnight)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of United States territorial expansion between 1800 and 1900 by going a little beyond a simple restatement of the task and concludes by summarizing the theme as developed in the response

**Conclusion:** Overall, this response best fits the criteria for a high Level 3. While not all aspects of the task are fully discussed for both events, the response neatly links the two events together. One impact of the Louisiana Purchase was the ability to build the railroad across the newly acquired land. The building of the railroad would not have been possible without the purchase of the land.

### Practice Paper B—Score Level 2

**The response:**

- Shows a limited understanding of the significant impact the Homestead Act and the Louisiana Purchase had on United States territorial expansion between 1800 and 1900
- Attempts to address some aspects of the task for these events but in a very limited way
- Lacks an evaluation of the impact of these events on the growth of the United States
- Includes few facts, examples, and details (a person received a section of land for occupying it for five years; Louisiana bought from France for \$15 million; vast rich farming soil and the Mississippi River)
- Is a satisfactorily organized essay, demonstrating a general plan of organization
- Contains both an introduction and a conclusion that are simple restatements of the theme

**Conclusion:** Overall, this response best fits the criteria for Level 2. A limited amount of historical information is mentioned without any attempt to explain or substantiate it. The response contains some incorrect information (Congress was against the purchase).

## Practice Paper C—Score Level 4

### **The response:**

- Shows a good understanding of the significant impact the Louisiana Purchase and the completion of the transcontinental railroad had on United States territorial expansion between 1800 and 1900
- Addresses all aspects of the task for both developments
- Shows an ability to analyze and evaluate the impact these developments had on United States territorial expansion (furthering of United States relations with France; myriad of issues arose, including slavery and territorial progress; explosion of economic growth; linked the nation together)
- Incorporates relevant facts, examples, and details (Manifest Destiny; fledgling nation; rapid colonization of the Midwest)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme of United States territorial expansion between 1800 and 1900 by establishing a framework that is a simple restatement of the theme and concludes with more than a summation of the theme

**Conclusion:** Overall, this response best fits the criteria for Level 4. Relevant facts are incorporated with some discussion and analysis. The conclusion includes facts on the continued expansion of the continental United States and then refers to the switch from territorial expansion to political and economic expansion.

## Practice Paper D—Score Level 3

### **The response:**

- Shows a satisfactory understanding of the significant impact the Louisiana Purchase and the transcontinental railroad had on United States territorial expansion between 1800 and 1900
- Addresses all aspects of the task for both events in a limited way
- Shows some ability to analyze and evaluate the impact these events or developments had on United States territorial expansion
- Incorporates some facts, examples, and details (Napoleon needed money to fuel his campaign in Europe; purchase doubled the size of the nation; provided farmland and room for the population to expand; construction of the first transcontinental railroad consisted of two companies competing to build their section the fastest; completion of the railroad signified the unification of America; ease of transporting goods and people from one side of the states to another), and contains some inaccuracies (two railways met on the Great Plains)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of United States territorial expansion between 1800 and 1900 by repeating the task and concludes by doing a little more than simply repeating the theme

**Conclusion:** Overall, this response best fits the criteria for Level 3. The two events are addressed in a limited way. Information tends to be mentioned rather than discussed and analyzed.

## Practice Paper E—Score Level 2

### **The response:**

- Shows a limited understanding of the significant impact Native American Indian policies and the Louisiana Purchase had on United States territorial expansion between 1800 and 1900
- Attempts to address some aspects of the task for these events or developments but in a very limited way
- Lacks an evaluation of either of these events or developments
- Includes few facts, examples, and details (President Andrew Jack[son]; Native Americans were pushed off lands and onto reserves; Louisiana purchased from France; Napoleon was willing to sell because of the conflict in Haiti; purchase doubled the size of the United States), and includes information that contains an incorrect name for Jackson and an incomprehensible phrase “increased their natural capita”
- Is an organized essay, demonstrating a general plan of organization
- Introduces the theme by remarking on the extent of the continental United States and identifying the developments to be discussed and concludes by introducing the concept of Manifest Destiny and its success

**Conclusion:** Overall, this response best fits the criteria for Level 2. Some aspects of the task are addressed for two different events in a very limited way. While there is some discussion of the historical circumstances surrounding both the Native American Indian policies and the Louisiana Purchase, no attempt is made to evaluate the impact of either event on the growth of the United States.

**United States History and Government**  
**Part A Specific Rubric**  
**Document-Based Question—August 2002**

**Document 1**

Within two months after the war, some 800,000 women had been fired from jobs in the aircraft industry; the same thing was happening in the auto industry and elsewhere. In the two years after the war, some two million women had lost their jobs.

In the post-war years, the sheer affluence [wealth] of the country meant that many families could now live in a middle-class existence on only one income. In addition, the migration to the suburbs physically separated women from the workplace. The new culture of consumerism told women they should be homemakers and saw them merely as potential buyers for all the new washers and dryers, freezers, floor waxers, pressure cookers, and blenders.

— David Halberstam, *The Fifties*

**1a According to David Halberstam, when World War II ended, what happened to many of the women who had been employed during the war?**

**Score of 1:**

- Identifies one result of women's employment during World War II  
*Examples:* women were fired from their jobs; did not have to work; were forced to become homemakers; separated from the workplace; were isolated

**Score of 0:**

- Incorrect response  
*Examples:* migration to the suburbs stopped; divorce
- Vague response that does not answer the question  
*Example:* the country became wealthier
- No response

**1b What does this passage indicate about the role women were expected to play in the 1950s?**

**Score of 1:**

- Identifies one role women were expected to play in the 1950s  
*Examples:* women stayed at home; they had to be homemakers; they became stay-at-home housewives; potential buyers

**Score of 0:**

- Incorrect response  
*Example:* women had jobs outside the home
- Vague response that does not answer the question  
*Examples:* middle-class; separation from the workplace
- No response

## Document 2

Each suburban wife struggled with it [a sense of dissatisfaction] alone. As she made the beds, shopped for groceries, matched slipcover material, ate peanut butter sandwiches with her children, chauffeured Cub Scouts and Brownies, lay beside her husband at night — she was afraid to ask even of herself the silent question—“Is this all [there is]?”

— Betty Friedan, *The Feminine Mystique*, 1963

### 2 According to this document, why were some American women dissatisfied with their lives during the 1950s and 1960s?

#### Score of 1:

- Identifies one reason some American women were dissatisfied with their lives during the 1950s and 1960s  
*Examples:* “Is this all there is?”; they only made beds and shopped for groceries; women led boring lives; women felt restricted

#### Score of 0:

- Incorrect response  
*Examples:* they were afraid; she wanted to eat alone
- Vague response that does not answer the question  
*Examples:* dissatisfaction; it was a struggle
- No response

## Document 3

Women comprise less than 1% of federal judges; less than 4% of all lawyers; 7% of doctors. Yet women represent 51% of the U.S. population. . . .

Discrimination in employment on the basis of sex is now prohibited by . . . the Civil Rights Act of 1964. But although nearly one-third of the cases brought before the Equal Employment Opportunity Commission during the first year dealt with sex discrimination, . . . the Commission has not made clear its intention to enforce the law with the same seriousness on behalf of women as of other victims of discrimination.

Join us in taking action to work toward these goals:

Ratification of the Equal Rights Amendment

Equal employment opportunities

Developmental child care

Paid maternity leave

Right to control our own reproductive lives

Improvement of the image of women in the mass media

— National Organization for Women, 1966

### 3a Why did the National Organization for Women (NOW) believe it had to continue to support equal opportunities for women after the passage of the Civil Rights Act of 1964?

#### Score of 1:

- Identifies one reason the National Organization for Women believed it had to continue to support equal opportunities for women after the passage of the Civil Rights Act of 1964  
*Examples:* while women represented 51% of the population they only held a small percentage of professional jobs; NOW still had other goals to accomplish such as women's right to control their own reproductive lives

#### Score of 0:

- Incorrect response  
*Example:* women were no longer victims of discrimination
- Vague response that does not answer the question  
*Example:* seriousness on behalf of women
- No response

### 3b State *one* significant goal of the National Organization for Women.

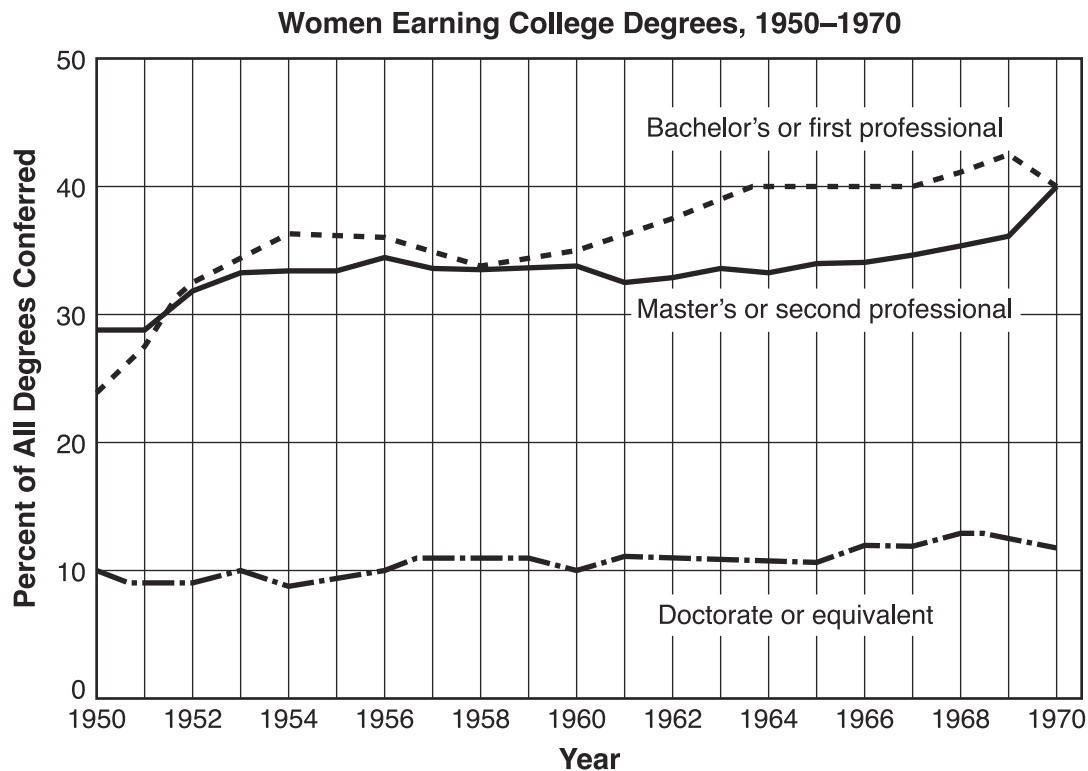
#### Score of 1:

- Identifies one significant goal of the National Organization for Women  
*Examples:* ratification of the Equal Rights Amendment; equal employment opportunities; paid maternity leave; improvement of women's image in the mass media

#### Score of 0:

- Incorrect response  
*Example:* work of the Equal Employment Opportunity Commission is completed
- Vague response that does not answer the question  
*Example:* discrimination
- No response

#### Document 4



- 4 According to this graph, what generalization can be made about the levels of education attained by women between 1950 and 1970?

**Score of 1:**

- States one generalization about the levels of education attained by women between 1950 and 1970  
*Examples:* women were becoming better educated; women were earning more college degrees

**Score of 0:**

- Incorrect response  
*Examples:* more women were getting doctorates than master's degrees; women had to have college degrees
- Vague response that does not answer the question  
*Example:* college degrees are important
- No response

## Document 5

Why is it acceptable for women to be secretaries, librarians and teachers, but totally unacceptable for them to be managers, administrators, doctors, lawyers, and members of Congress? The unspoken assumption is that women are different. They do not have executive ability, orderly minds, stability, leadership skills, and they are too emotional.

Prejudice against women is still acceptable. There is very little understanding yet of the immorality involved in double pay scales and the classification of most of the better jobs as “for men only.” . . .

It is for this reason that I wish to introduce today a proposal that has been before every Congress for the last forty years and that sooner or later must become part of the basic law of the land—the equal rights amendment.

— Congresswoman Shirley Chisholm, 1969

### 5 Why did Congresswoman Chisholm support the passage of an equal rights amendment?

#### Score of 1:

- Identifies one reason Congresswoman Chisholm supported the passage of an equal rights amendment  
*Examples:* because there is prejudice against women; women don’t get the same pay as men; women can have menial jobs but not managerial jobs

#### Score of 0:

- Incorrect response  
*Example:* women are different
- Vague response that does not answer the question  
*Example:* women have orderly minds
- No response

## Document 6

Earnings by Occupation, 1981 Weekly Medians		
	Women's Pay	Men's Pay
Clerical workers	\$220	\$328
Computer specialists	355	488
Editors, reporters	324	382
Engineers	371	547
Lawyers	407	574
Nurses	326	344
Physicians	401	495
Sales workers	190	366
Teachers (elementary)	311	379
Waiters	144	200

Source: *Time*, July 12, 1982

- 6 Based on this chart, what conclusion can be drawn from comparing the earnings of women with the earnings of men in 1981?**

**Score of 1:**

- Identifies one conclusion that compares the earnings of women with the earnings of men in 1981  
*Examples:* women got paid less than men for the same job; men got paid more than women for the same job

**Score of 0:**

- Incorrect response  
*Examples:* the pay of men and women were equal for the same job; women got paid more than men for same job; women lawyers were paid more than women teachers; there were more male waiters than female waiters
- Vague response that does not answer the question  
*Example:* both men and women were teachers
- No response

## Document 7

The Equal Pay Act represented the first significant step toward ending wage discrimination for women workers. In 1963, full-time female workers were earning on average 63% less than male workers. By 1971, the disparity had dropped to 57% and in 1998, the [wage] gap had closed to under 25%.

— Deborah G. Felder, *A Century of Women*

### 7 According to Deborah G. Felder, what effect did the Equal Pay Act have on the wage gap for women?

#### Score of 1:

- Identifies one effect the Equal Pay Act had on the wage gap for women  
*Examples:* first significant step toward ending wage discrimination; the gap between the wages of men and women decreased

#### Score of 0:

- Incorrect response  
*Examples:* women no longer suffered wage discrimination; the Equal Pay Act had no effect
- Vague response that does not answer the question  
*Example:* female workers earn less than male workers
- No response

**United States History and Government**  
**Content-Specific Rubric**  
**Document-Based Question—August 2002**

**Historical Context:**

The women's rights movement had all but disappeared after the adoption of the 19th Amendment in 1920. However, in the post–World War II period, women increasingly realized that they continued to face obstacles in achieving equality in American society.

**Task:**

- Discuss why women were dissatisfied with their roles after World War II
- Discuss specific attempts by women to achieve equality after World War II

***Key Ideas from the Documents***

<b>Reasons for Dissatisfaction</b>
Decrease of women in workforce after World War II (doc 1)
Migration to suburbs separates women from the workplace (doc 1)
New culture of consumerism (doc 1)
Limited opportunities of suburban life (doc 2)
Low percentage of women in leadership positions (doc 3)
Limited enforcement of the Civil Rights Act of 1964 by the Equal Opportunity Employment Commission (doc 3)
Reasons for proposing the Equal Rights Amendment (doc 5)
Gaps between the earnings of men and women (doc 6)

<b>Attempts to Achieve Equality</b>
Publications that created interest in the movement (doc 2)
Civil Rights Act of 1964 (doc 3)
Women's organizations (NOW) (doc 3)
Goals of the women's movement (doc 3)
College degrees (doc 4)
Support of political leaders (doc 5)
Proposal of the Equal Rights Amendment (doc 5)
Impact of the Equal Pay Act (doc 7)

***Scoring Notes:***

1. The reasons for dissatisfaction and efforts to achieve equality must be post–World War II. The Seneca Falls Convention and suffrage movements cannot be used.
2. The response should make a distinction between dissatisfaction with women's roles and their attempts to achieve equality.

## ***Relevant Outside Information***

(These lists are not all-inclusive.)

<b>Reasons for Dissatisfaction</b>
World War II job opportunities with high salaries versus post-war opportunities (segregation, low-paying jobs)
Examples of women who are stereotyped
Independent role of women during World War II versus post-war return to traditional roles
Traditional societal attitudes regarding the proper role of women
Technological advances allow women more freedom to pursue other interests
Denial of equal opportunity in higher education and certain careers (service academies, Ivy League schools, military officers)

<b>Attempts to Achieve Equality</b>
Publications/activities of Gloria Steinem, Betty Friedan, Bella Abzug, Geraldine Ferraro
Efforts to secure ratification of the Equal Rights Amendment
Title IX
Expansion of civil rights movement to include women's liberation
Affirmative action programs
Judicial efforts ( <i>Roe v. Wade</i> , <i>Planned Parenthood v. Casey</i> )
Role models in nontraditional careers (Sandra Day O'Connor, Sally Ride)
Ivy League schools and service academies open admission to women
"Comparable worth" strategies
Change in subject matter in women's magazines, television programs, comic strips

### **Score of 5:**

- Thoroughly addresses both aspects of the task by discussing why women were dissatisfied with their roles after World War II and by discussing ***at least two*** specific attempts by women to achieve equality after World War II
- Incorporates accurate information from at least ***four*** documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information (see Relevant Outside Information Chart)
- Richly supports the theme with the use of many relevant facts, examples, and details, and is more analytical than descriptive, e.g., connecting the migration to the suburbs with the return to women's traditional roles *or* linking the gaps between the earnings of men and women to discrimination in hiring practices and the sex stereotype of certain occupations
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme of the changing role of women after World War II by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

### **Score of 4:**

- Addresses both aspects of the task by discussing why women were dissatisfied with their roles after World War II and by discussing ***at least two*** specific attempts by women to achieve equality after World War II, although the treatment of the different aspects of the task may be uneven, i.e., the reasons for women's dissatisfaction with their roles after World War II might be less developed than the specific attempts to achieve equality
- Incorporates accurate information from at least ***four*** documents (see Key Ideas Chart)
- Incorporates relevant outside information
- Includes relevant facts, examples, and details but may be more descriptive than analytical, mentioning examples rather than explaining them, e.g., stereotyping women in the media
- Is a well-developed essay, demonstrating a logical and clear plan of organization but may use the documents in a less integrated manner than in a Level 5 response
- Introduces the theme of the changing role of women after World War II by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

**Score of 3:**

- Addresses both aspects of the task by discussing why women were dissatisfied with their roles after World War II and by discussing *at least two* specific attempts by women to achieve equality after World War II in a limited way
- Incorporates some information from some of the documents
- Incorporates limited or no relevant outside information
- Includes some facts, examples, and details, but may be more descriptive than analytical such as mentioning the decrease of women in the workforce after World War II but not explaining the reasons for the decrease
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of the changing role of women after World War II by repeating the historical context and concludes by simply repeating the theme

**Score of 2:**

- Attempts to address some aspects of the task by mentioning why women were dissatisfied with their roles after World War II *and/or* mentioning specific attempts by women to achieve equality after World War II
- Makes limited use of the documents *or* may only restate the contents of the documents
- Presents no relevant outside information
- Includes few facts, examples, and details; may include information that contains some inaccuracies
- Is a poorly organized essay, lacking focus; may contain digressions or extraneous information
- May lack an introduction and/or a conclusion or these elements may not refer to the theme of the changing role of women after World War II

**Score of 1:**

- Shows a limited understanding of the task, but makes some attempt to discuss some aspects of the task
- Makes vague, unclear references to the documents
- Presents no relevant outside information
- Includes few or no accurate or relevant facts, details, and examples
- May demonstrate a major weakness in organization
- May lack an introduction and/or a conclusion or these elements may not refer to the theme of the changing role of women after World War II

**Score of 0:** Fails to address the task, is illegible, or is a blank paper

The women's rights movement had all but disappeared after the adoption of the 19<sup>th</sup> amendment in 1920. However, in the post-World War II period, women increasingly realized that they continued to face obstacles in achieving equality in American society. Women were dissatisfied with their roles after World War II because many were forced to leave the work force, women received less pay for performing the same work as men, and stereotypes for women as inferior housewives increased. Therefore, many women attempted to gain more rights by working for such laws as an Equal Pay Act and the Equal Rights Amendment.

After World War II ended, women became increasingly dissatisfied with their roles in society. As David Halberstram, a social critic of the time period, wrote in *The Fifties*, "In the two years after the war some 2 million women had lost their jobs." <sup>(Document 1)</sup> He also pointed out that the changing American values and economic improvements for the growing middle class encouraged the development of suburbs such as Levittown. Women in these suburbs were expected to be homemakers as their families could live on only one income. Images of women as homemakers rather than working professionals in advertisements for household products such as pressure cookers and blenders reinforced this expected role. In the media, in television shows and movies such as "Leave It to Beaver" and *Paris Day* movies, women were frequently portrayed as homemakers perfectly content to merely be wives and mothers. However, some women, such as Betty Friedan and Gloria Steinem (founder of "Ms" magazine), advocates for women's rights, felt that being wives, completing household

chores, and caring for children were not entirely fulfilling activities). In her 1963 book, *The Feminine Mystique*, Friedan remarked "Each suburban wife... was afraid to ask herself the silent question, 'Is this all?'," which is the problem that has no name. (Document 2) Other women were dissatisfied because while their gender made up 51% of the United States population, women represented very small percentages of such professions as federal judges, lawyers, and doctors and instead were relegated to sex-segregated jobs. While the Civil Rights Act of 1964 officially prohibited sex discrimination in employment, many women believed that the law was not adequately enforced and women still faced discrimination when trying to find work. (Document 3) Additionally, as more women became aware of the disparities in pay for men and women in similar jobs, more began to insist that something be done to change these inequalities. Even in 1981, after the Equal Pay Act had been passed and the women's rights movement was well under way, men still consistently received significantly larger earnings as compared to women as reported in a July 12, 1982 edition of *Time* magazine. (Document 6)

As dissatisfaction grew, more women participated in attempts to gain more rights. For example, in 1966, the National Organization for Women urged others to join their causes which included ratification of the Equal Rights Amendment, equal employment opportunities, developmental child care, day care centers at the workplace, paid maternity leave, the right of women to control their own reproductive lives, and improvement of the image of women in the mass media. (Document 3) The Equal Rights Amendment, which

would have specifically outlined the rights of women, was passed in Congress but failed to receive ratification from the states.

Congresswoman Shirley Chisholm insisted that prejudice against women and "classification of most of the better jobs as for men only" end, and she also pushed the Equal Rights Amendment.

(Document 5) Additionally, as Deborah M. Felder pointed out in A Century of Women, by 1998 as a result of the passage of the Equal Pay Act of 1963, the wage gap closed to under 25%. (Document 7)

As a result of the efforts of women after World War II who were unhappy with their roles in society, women now enjoy more rights and opportunities. Women are now admitted to service academies and ivy-league schools. Television programs and cartoon strips portray women as independent valuable assets in the workforce. Women have become CEO's of major corporations and women have been chosen to be vice-presidential candidates and cabinet officers. Although some discrimination still exists, women continue to make major steps in achieving equality.

## Anchor Level 5-A

### **The response:**

- Thoroughly addresses both aspects of the task by discussing why women were dissatisfied with their roles after World War II and by discussing specific attempts by women to achieve equality after World War II (Equal Pay Act; work for passage of the Equal Rights Amendment; work of leaders like Shirley Chisholm and Betty Friedan)
- Incorporates accurate information from documents 1, 2, 3, 5, 6, and 7
- Incorporates substantial relevant outside information (Levittown; “Leave it to Beaver”; Doris Day movies; Gloria Steinem and *Ms* magazine; “the problem that has no name”)
- Richly supports the theme with the use of many relevant facts, examples, and details, and is more analytical than descriptive (portrayal of women as homemakers in television and media; failure to ratify the Equal Rights Amendment despite much work)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme of the changing role of women after World War II by establishing a framework that is beyond a simple restatement of the historical context and concludes with an excellent summation of the theme that uses specific references to indicate that women have made significant gains to achieve equality

**Conclusion:** Overall, the response best fits the criteria for Level 5. The documents are well integrated and are used as stepping-stones to outside information. Analysis and evaluation are strong. The use of many specific examples and details strengthen the information from the documents.

The women's rights movement resurrected itself in the post WWII years due to increased goals for women's equality. Women were no longer satisfied with theoretical equality and the right to vote. They wanted concrete equality demonstrated by equal opportunity and pay in the job market. Pressure on society and government gradually accomplished these goals.

The demands of WWII had drawn many women to industrial work. While the number of "Rosie the Riveters" was much higher than any previous employment of women, it did not constitute a majority of them. Their role was still seen as that of the homemaker so when the war ended, they were quickly replaced with men. It was expected that women would return home and resume their role as mothers and housekeepers. This attitude was encouraged by an economic boom that allowed families to live on one salary and the development of suburban communities. Women had gotten a taste of working life and many of them wanted to expand their careers. Thus began the new war against the "Cult of Domesticity" described by David Halberstam in *The Fifties*. Women began to question these expectations, wondering if "this is all there is." Women gradually began attending more colleges (document 4) and forming organizations such as

the National Organization for Women (NOW) to lobby for them. Some goals of the NOW were ratification of the Equal Rights Amendment (ERA), paid maternity leave, birth control, and equal opportunities in the workplace (document 3). An important event in the women's movement was the publishing of *The Feminine Mystique* by Betty Friedan which described the unfulfilling life of a housewife.

The efforts of the women's rights movement were usually focused on government to pass equality laws. Congress passed the Civil Rights Act of 1964 which banned discrimination in employment. The most conflicted of these laws was the ERA which would spell out in the constitution that men and women were completely equal and should not be treated differently. People such as congresswoman Shirley Chisholm felt this was necessary to end discrimination but it never passed due to conservative concern over the radicalism of the women's movement. A more successful effort was made to end inequality in salaries for similar jobs (document 6) with the passage of the Equal Pay Act which succeeded in dropping the wage gap from its 1963 high to 63% to only 25% in 1998. This act was not perceived as radical showing the correct approach to take on future issues. Affirmative action programs were used to

help women achieve equality. As a result, more women became firemen, policemen, and construction workers.

Though somewhat slow moving, the women's rights movement after WWII did succeed in radically changing the place of women in society. The new freedom of women is both federally protected and popularly embraced. Though there have been negative effects from the movement (growing divorce rate and breakdown of nuclear family), the virtual slavery imposed by the culture of the 1950's was gone.

## Anchor Level 5-B

### **The response:**

- Thoroughly addresses both aspects of the task by discussing why women were dissatisfied with their roles after World War II and by discussing specific attempts by women to achieve equality after World War II (Civil Rights Act; Equal Rights Amendment; affirmative action; Equal Pay Act)
- Incorporates accurate information from all the documents
- Incorporates substantial relevant outside information (“Rosie the Riveter”; “Cult of Domesticity”; affirmative action)
- Richly supports the theme with the use of many relevant facts, examples, and details, and is more analytical than descriptive (linking affirmative action programs to women becoming policemen, firemen, and construction workers; using women’s role in World War II as Rosie the Riveter to contrast their dissatisfaction after the War; the conservative concern over the radicalism of the women’s movement led to the failure to ratify the Equal Rights Amendment)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme of the changing role of women after World War II by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

**Conclusion:** Overall, the response best fits the criteria for Level 5. All aspects of the task are discussed with specific details. The response is strong in integrating information from the documents. Although the reasons for women’s dissatisfaction with their roles after World War II are not extensively discussed, the connection to their roles in World War II is strong. The conclusions that are drawn are sophisticated.

As World War II ended, women began to realize their fading importance as viewed by men. Women were dissatisfied by this and sought to change the ways in which they were thought of through various actions and schemes. They sought to change their lives as well as lives for women in the future.

~~After WWII~~

During World War II, women had taken on the role of factory workers and replaced the men sent off to war. They were the mainstay in the economy. Not only did it benefit the economy, but it made women feel ~~impo~~ important and needed. They liked the feeling and wanted it to stay that way; however, it all changed after the war. Women were fired from their jobs as the men came back to replace them. In The Fifties by David Halberstam, he states that "2 million women had lost their jobs." He also goes on to ridicule the fact that after working, they were expected to be homemakers as they could live off of one income. Women were dissatisfied with this role. It made them feel less important to society.

Also, the growth of suburbs, such as Levittown, in the 1950's separated them from the cities where the jobs were. They were supposed to forget about the jobs that they had and become the housewife. In The Feminine Mystique, by Betty Friedan, ~~where~~ it shows the dissatisfaction of suburban housewives. It says, "Each suburban housewife struggled ~~with~~ [a sense of dissatisfaction]... As she made beds, shopped for groceries... she was afraid to ask herself the silent question - 'Is this all [there is]?' " Betty Friedan, a supporter of the National Organization of Women (NOW), wanted to convey that this life was not what women wanted. They needed more. An article from NOW in 1966 shows how women wanted the Equal Rights Amendment, Equal employment opportunities, developmental childcare, paid maternity leave, right to control their own reproductive lives, and improvement of women's image in the media. they had to fight for these rights because so many things were thought of as unfair.

Women took many steps in fighting for these rights. One huge step for

Women's rights was the ratification of the 19<sup>th</sup> Amendment, the women's right to vote. Female suffrage was a huge step in that women now had political influence. They could help in controlling the nation along with the men. Another step was the Equal Pay Act. Deborah G Felder in A Century of Women shows the end to wage discrimination. Because of the Equal Pay Act, the wage gap between men and women has severely decreased since 1963. Women were paid 63% less than male workers for the same job in 1963, by 1998, it had dropped to under 25%. These amazing steps for women ~~have~~ have increased equality and began to lift their dissatisfaction.

~~Even~~ Although women were upset after their decreasing roles in society after WWII, their fight for equal rights has been well worth it. Women are happier than ever with rights ~~now~~ and continue to fight to ~~eliminate~~ eliminate total discrimination in America. Women are no longer expected to be just homemakers, ~~but~~ ~~and~~ further, they are told that they can be anything they want to be.

#### Anchor Level 4-A

**The response:**

- Addresses both aspects of the task, although the discussion of the attempts to achieve equality is stronger than the discussion of reasons for women's dissatisfaction
- Incorporates accurate information from documents 1, 2, 3, 5, 6, and 7
- Incorporates relevant outside information (Levittown; Betty Friedan's support for NOW; political influence gained from the 19th Amendment)
- Includes relevant facts, examples, and details but is more descriptive than analytical, mentioning examples rather than explaining them (women's inability to forget about their role in World War II; feeling of women as less important because of their role as housewives)
- Is a well-developed essay, demonstrating a logical and clear plan of organization, but uses the documents in a less integrated manner than in a Level 5 response
- Introduces the theme of the changing role of women after World War II by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

**Conclusion:** Overall, the response best fits the criteria for Level 4. The use of the 19th Amendment as an attempt to achieve equality after World War II could have been more effectively related to the Equal Pay Act. Many facts and details are included in the response, but in some cases, they are not fully explained and discussed.

After the adoption of the nineteenth amendment in 1920 the women's rights had all but disappeared. But during the post-World War II era, women were increasingly realizing that they continued to face obstacles in achieving equality in American society. After WWII many women became dissatisfied with their roles in the work place and society. But to overcome this discrimination once and for all women worked to achieve equality after World War II.

During the post-World War II time women began to realize that they were unhappy with the roles that they held in society and in the workplace for many years. They began to become unhappy with their role in the workplace after WWII especially because after all the men came back from war, all the women who had taken over their jobs in the factories were expected to retreat back to their cult of domesticity and accept it. When this happened women began to realize they didn't like this place in society that they inhabited. They didn't want to take care of the kids all day long, go grocery shopping and keep up

the house. People had expected women for centuries to take this role in society and accept it because that is only what they were capable of doing. Women began to realize that they can hold down jobs that men do and that they do have potential. During this time period they also began to realize that men were getting paid more than women for the same job and hours worked. Women also began to work against this. Also, later during this revival of the women's rights movements they began to work against the fact that the Civil Rights Act of 1964, which prohibited discrimination in employment on the basis of sex, that the Equal Employment Opportunity Commission did not clearly enforce the laws for women as much as other victims. During this post World War II revival of the women's rights movements they began to work against discrimination in the work force, wage discrimination, and the fact that women were expected to preside in a cult of domesticity.

During this movement women began to make many specific attempts to combat the discrimination that they

were being faced with. During this time period congresswomen such as Shirley Chisholm pushed for the passing of a equal rights amendment to the constitution which had been proposed many times before and still they were not able to get ratification. Some people worried that this amendment would go too far in mandating equality- women might be drafted and might be required to share the same restrooms. The women in the movement successfully got ratified a equal pay Act which has drastically decreased the wage gap throughout the past 30 years. Women also began earning more college degrees during the movement, this proved that they were trying harder to overcome the oppression. This led to women having more opportunities in male dominated professions. Women during the movement worked actively against the oppression they faced.

After WWII women began to combat their place in society that they were not happy with. Women increasingly realized that they were going to face more obstacles that they thought they overcame in the 1920s.

## Anchor Level 4-B

### **The response:**

- Addresses both aspects of the task, although the discussion of the attempts to achieve equality is stronger than the discussion of reasons for women's dissatisfaction
- Incorporates accurate information from all the documents
- Incorporates relevant outside information ("cult of domesticity"; ERA might go too far in mandating equality)
- Includes relevant facts, examples, and details but is more descriptive than analytical, mentioning examples rather than explaining them (college degrees led to more opportunities in male-dominated professions; Equal Rights Amendment had been proposed many times)
- Is a well-developed essay, demonstrating a logical and clear plan of organization, but uses the documents in a less integrated manner than in a Level 5 response
- Introduces the theme of the changing role of women after World War II by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

**Conclusion:** Overall, the response fits most of the criteria for Level 4. Although the outside information is weak, the details are good. Much of the information presented is general rather than specific. The use of the documents is relatively thorough.

After World War II, women were faced with many obstacles to achieving equal rights. They lost many opportunities that had been available to them during the war. Women sought the passage of legislation that would grant them more opportunities and ensure the protection of their rights.

During the war, there was a scarcity of men in the United States. Women took over men's roles, producing goods necessary for war, and running that the nation while the men were gone. Many women took pride in their work, and felt that they were contributing to the war effort. However, when the men returned, many women were forced out of their jobs. They were expected to return to their homes, and cook, clean, and care for the children. This led to a sense of dissatisfaction in women who had previously held jobs outside of their homes. Their discontent was discussed by Betty Friedan, one of the leaders of NOW, who felt the women should have opportunities outside of their homes. More and more women became disillusioned with the life they were living.

To better their lives, women worked to increase their chances for employment. This was an important goal of the National Organization for Women. This group also supported the Equal Rights Amendment. Many hoped that the passage of such an amendment would end prejudices against women in the workplace, and help women to earn what a man doing the same job

would earn. Unfortunately the amendment failed to pass. In the 1960s and 1970s, the level of education achieved by women increased. In this way, women hoped to increase their chances of becoming employed in what once was considered men's work, such as lawyers and doctors.

In achieving equal job opportunities and equal pay, women hoped to change the way society viewed them. They wanted to be seen as professionals who deserved respect, rather than just housewives and "second-class" citizens. During this time, women were expected to fit a certain role as a housewife and mother. The media showed women in these roles, like the wife in "Father Knows Best" and few women were known as professionals with respectable jobs, like Mary Tyler Moore who worked in news reporting in her show. Women during this time hoped that by educating and asserting themselves, they would earn the respect of society.

Women in the post-World War II time period were denied many opportunities, and pressured to fit into the role society painted out for them. Their dissatisfaction led many women to work for equal opportunities and an end to discrimination based on sex. Through their efforts, significant gains for women's rights were made during this time, such as enforcement of the Civil Rights Act and the Equal Pay Act.

## Anchor Level 4-C

### **The response:**

- Addresses both aspects of the task, although the discussion of the reasons for women's dissatisfaction is stronger than the discussion of attempts to achieve equality
- Incorporates accurate information from all the documents
- Incorporates relevant outside information (Betty Friedan as a leader of NOW; failure to ratify the Equal Rights Amendment; "Father Knows Best"; Mary Tyler Moore)
- Includes relevant facts, examples, and details but is more descriptive than analytical, mentioning examples rather than explaining them (women wanted to be seen as professionals who deserved respect; few women were shown as professionals in the media)
- Is a well-developed essay, demonstrating a logical and clear plan of organization, but uses the documents in a less integrated manner than in a Level 5 response
- Introduces the theme of the changing role of women after World War II by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

**Conclusion:** Overall, the response fits most of the criteria for Level 4. Lack of sufficient details detracts from the overall quality of the response. All aspects of the task are addressed, but in a limited way. However, the contents of the documents are used appropriately, and at times, some analytical statements are made.

For many years men have worked hard, and played their masculine roles while women sat at home cleaning and eating with no chances to work. This is called ~~discrimination~~<sup>gender discrimination</sup>. Women finally got their chance to work during World War II, but when it was over they went back to household roles. They were dissatisfied with this and tried to achieve equality for many years and it finally came.

Starting in about the early 1940's ~~men~~<sup>men</sup> were very powerful, they went to work, ~~went~~<sup>to</sup> come home to eat, and even went into war. They were very dominant in everything they did. As more and more men left to go to war (World War II) that opened up job opportunities for women. Since the husbands were gone off to war the women took over the workshops and workplaces. They were finally getting chances to work and perform other job roles besides house cleaning. About two months after the war thousands of women were beginning to get fired since the men were back. Month ~~on~~ after month the job loss for ~~more~~ women began to increase. "Within two months after war, some 800,000 women had been fired from jobs in the aircraft industry, and other industries (Document 1). This continued to lead to the dissatisfaction of women, because now they were back to house cleaning, cooking, and taking care of the kids." Each urban wife struggled with dissatisfaction. As

she made the beds, shopped for groceries, ate ~~pen~~ peanut butter sandwiches with the kids" (Document 2).

Women across the nation began to get more frustrated, angry, and more determined. All of these characteristics came to them because they tried, and tried to seek equal opportunities as men, and to ~~end~~ <sup>break</sup> the strong hold women discrimination had on them. Many women tried to speak out to officials or people in high places but it seemed that didn't work. They tried protesting that didn't work, it felt like they were being ignored, ~~sooner or later~~ ~~an~~ ~~org~~. Finally an organization was put together to fight women discrimination called the National Organization for Women (NOW). N.O.W. was going to put forth a great effort to end this but it would take time, patience, and determination. To help ~~set~~ set up determination they set forth goals to achieve. "Join us in taking action to work toward these goals: Equal unemployment opportunities, Development child care, Paid maternity leave, and many more" (Document 3). The National Organization of Women gave the women faith and hope to fight off discrimination. The next step that led to success was the Equal Pay Act. This act had a powerful effect and showed it by its process and the decrease in determination. "In 1963 full time female workers were earning on average 63% less than male workers, in 1998 soon dropped to under 25%."

In conclusion for many years women have been put through hell with discrimination, They less jobs, opportunities, and some never even got a chance. They began to ban together and form programs and the Equal Pay Act which brought the equality and satisfaction. I given women their credit as we all should because they were stomped and put down by society and rose to success,

**Anchor Level 3-A**

**The response:**

- Addresses both aspects of the task by discussing why women were dissatisfied with their roles after World War II and by discussing specific attempts by women to achieve equality after World War II in a limited way
- Includes some information from documents 1, 2, 3, 6, and 7
- Incorporates no relevant outside information
- Includes some facts, examples, and details but is more descriptive than analytical (NOW gave women faith and hope to fight off discrimination; powerful effect of the Equal Pay Act; many women tried to speak out to people in high places but it seemed that it didn't work)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of the changing role of women after World War II by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

**Conclusion:** Overall, the response fits most of the criteria for Level 3. Despite the lack of specific details and explanation, the information from the documents and the integration of those documents make this a strong response. However, the complete lack of relevant outside information prevents this from being a Level 4 response.

During World War II many women went to work and took the place of men in factories and other jobs. After WWII most of the women who had been working lost their jobs (document 1). Even though while they were working their production rate of the products were higher they got fired when men came home.

Through history women have been treated as second class citizens unequal with men. Even though the 14<sup>th</sup> amendment guarantees ~~the~~ the same rights for everyone there existed prejudices against women. Even though during WWII women held up production at home when the men came back they lost their jobs. The women who had jobs were limited in which professions they could be. They could be secretaries, librarians and teachers (document 5). It wasn't acceptable for them to be doctors for they were found by men that they couldn't because they were weak or other reasons (document 5). Also women who did work usually ~~got~~ (almost always) got paid less than men who had the same positions as them (document 6). ~~Even in~~ A women clerical worker was paid circa \$220 a man \$328. Another reason women were upset with

their roles ~~as~~ because they were supposed to fit the stereotype of a stay at home mother cook clean and look after their children. (document 2).

Women began to fight back and change the roles that they were unhappy with. They fought many ways to be equals with men. The group NOW (National Organization for women) began to protest. They advocated for the Equal Rights Amendment. This amendment would guarantee women the same rights as men. ~~Since~~ Even though the Civil Rights Act of 1964 ~~was~~ covered women, also it wasn't forced so they believed this would guarantee their rights as equals (document 3)(document 5). Laws were put into action for women's rights. The Equal Pay Act ~~was~~ lowered the wage gap between women and men (document 7).

Though discrimination of women has gone down ~~to~~ it still exists today.

### Anchor Level 3-B

**The response:**

- Addresses both aspects of the task by discussing why women were dissatisfied with their roles after World War II and by discussing specific attempts by women to achieve equality after World War II in a limited way
- Includes some information from documents 1, 2, 3, 5, 6, and 7
- Incorporates some relevant outside information (relation of the 14th Amendment to discrimination of women)
- Includes some facts, examples, and details, but is more descriptive than analytical (even though women's production rates were higher, they were fired when men returned home after the war; women were supposed to fit the stereotype of a stay-at-home mother)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of the changing role of women after World War II by establishing a framework that is beyond a simple restatement of the historical context and concludes by simply repeating the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. The explanation of the information from the documents is good, and some outside information is included.

After World War II, <sup>in the workplace</sup> women still faced many discriminations. Many women felt that changes still had to be made. One prime example of these discriminations is, "Within two months after the war, some 800,000 women had been fired from jobs in the aircraft industry." (Doc 1) Women felt they should have the same opportunities as men and to be paid just as much as men who do the same job.

Women were dissatisfied with their roles after WWII for a number of reasons. One was that they were not accepted ~~as~~ in many fields. An example of this is, "Why is it acceptable for women to be secretaries, librarians, and teachers, but totally unacceptable for them to be managers, administrators, doctors, lawyers, and Members of Congress?" (Doc 6) They were fired from the jobs that they had held when the men were away. Another problem was they were paid much less than men who did the ~~say~~ same job. An example of this is, "In 1963 full-time female workers were earning on average 63% less than male workers." (Doc 7)

Women did not just sit back and let all of their rights go away. They fought hard and had many changes made to bring equality. One example is the Equal Pay Act, where salaries went from 63% less in 1963, to 57% in 1971, and to under 25% in 1998. (Info taken from Doc 7) Another way the women tried to gain equality was they fought for the Equal Rights Act of 1964. This act did not just bring equal rights to

women though, but to all these who are discriminated against. ~~less~~ More and more women also began attending college. From 1950 to 1970 the number of women who were receiving bachelor degrees went up ~~from~~ 15%. (Doc 4).

These are the main ways women fought to gain their equal rights. This fight is not over though. Women are still fighting today to receive total equality. They will continue to fight, working with the changes that have already been ~~made~~ made.

#### Anchor Level 3-C

**The response:**

- Addresses both aspects of the task by discussing why women were dissatisfied with their roles after World War II and by discussing specific attempts by women to achieve equality after World War II in a limited way
- Includes some information from documents 1, 4, 5, 6, and 7
- Incorporates no relevant outside information
- Includes some facts, examples, and details but is more descriptive than analytical (women did not sit back and let all of their rights go away; women are still fighting today to achieve total equality)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of the changing role of women after World War II by repeating the historical context and using document 1 to introduce discrimination and concludes by referring to the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. While the discussion of the two tasks is integrated within the context of the response, few details are used to support this discussion.

The Women's rights movement had all but disappeared after the adoption of the nineteenth amendment in 1920. However, in the post WWII period, women increasingly realized that they continued to face obstacles in achieving equality in American society.

Within two months after the war, some 800,000 women had been fired from jobs in the aircraft industry; the same thing was happening in the auto industry and elsewhere. Each ~~an~~ suburban wife struggled with a sense of dissatisfaction. In the US women were 51% of the population. Yet ~~they~~ ~~was~~ only 1% of federal judges, less than 4% of lawyers, and 1% of doctors were women.

In 1964 the Civil Rights Act ~~was passed~~ this bill barred discrimination in employment because of sex. This bill was very ineffective for ~~the~~ a while because only one-third of all cases brought before the Equal Opportunity Commission dealt with sex discrimination. In 1982 an article from the Times actively depicts indirect prejudice towards women. This article shows the vast difference in a male and females pay for the same job.

Today there is still prejudice against women. Women have come a long way ~~now~~ since the generation before them. Women are now Congressmen, Senators, and even Supreme Court Justices. There are still places ~~such~~ occupations <sup>though</sup> such as president that will need to be broken for women in the future.

**Anchor Level 2-A**

**The response:**

- Addresses both aspects of the task by mentioning why women were dissatisfied with their roles after World War II and by mentioning specific attempts by women to achieve equality after World War II in a limited way
- Makes limited use of documents 1, 2, 3, and 6
- Presents little relevant outside information (women are now Congressmen, Senators, and even Supreme Court Justices)
- Includes few facts, examples, and details (still occupations such as President that will need to be broken for women in the future)
- Is a satisfactorily organized essay, demonstrating a general plan of organization
- Introduces the theme of the changing role of women after World War II by repeating the historical context and concludes with a summation of the theme and a statement about the future of women's rights

**Conclusion:** Overall, the response best fits the criteria for Level 2. Most of the information in the response is the basic information provided by the documents. Despite the satisfactory organization and good introduction and conclusion, the content and analysis are weak.

Women were in fact dissatisfied with their roles for many of reasons. Women's roles during WWII were that they would have to take men's jobs for less amount of money. They also took care of the house as well.

According to Document Six a graph/chart shows how much less money women were making during WWII. The men clearly made more money than the women.

After WWII ended women also began to make a move for equality all of the events prior to WWII led to this.

In Document One over 800,000 women lost jobs and as a result was forced to go back and sit home cooking, cleaning and taking care of the kids. The result of this was just because of the men coming back home to get their old jobs back.

Document five is from congresswoman Shirley Chisholm, in 1969 she said that it's prejudice to let women be secretaries, librarians and teachers but not doctors, lawyers and managers. She feels this is a must for an equal rights amendment.

Document 11 shows that since World War two women have been better educated by

continuing on to college, and making  
even a doctrine.

**Anchor Level 2-B**

**The response:**

- Addresses both aspects of the task by mentioning why women were dissatisfied with their roles after World War II and by mentioning specific attempts by women to achieve equality after World War II in a limited way
- Summarizes the contents of documents 1, 2, 4, 5, and 6
- Presents no relevant outside information
- Includes few facts, examples, and details (women were forced to go back and sit home cooking, cleaning, and taking care of the kids)
- Is a satisfactorily organized essay, demonstrating a general plan of organization
- Introduces the theme by using information from the task and the documents to establish a framework and lacks a conclusion

**Conclusion:** Overall, the response fits most of the criteria for Level 2. The response uses very limited specific information, relying on the basic information provided in the documents.

WOMEN EXPECTED THEIR ROLES TO CHANGE DRAMATICALLY AFTER THEY HAD WORKED VERY HARD IN THE FACTORIES DURING WORLD WAR 2.

WHEN THINGS DID NOT CHANGE, AND WOMEN WERE STILL EXPECTED TO STAY AT HOME AND LEAD RATHER BORING LIVES.

WOMEN WERE FIGHTING FOR EQUAL TREATMENT AS THE OPPOSITE SEX, AND IN 64' THE CIVIL RIGHTS ACT WAS PASSED THAT MADE IT ILLEGAL TO DISCRIMINATE AGAINST A MAN OR WOMAN SEXUALLY. WOMEN'S ORGANIZATIONS SPAWNED ALL OVER THE COUNTRY TO GET THIS ACT PASSED, THE MOST POPULAR WOMEN'S GROUP (NOW) WAS <sup>ALSO</sup> FIGHTING FOR EQUAL TREATMENT IN THE WORKPLACE, THEY WERE ~~AN~~ UPSET THEY WERE BEING PAID LESS THAN MEN FOR THE SAME JOB, AND THEY HAD EVERY RIGHT. THAT ISN'T FAIR.

WOMEN HAVE COME AN AWFULLY LONG WAY SINCE THE DAYS OF WOMEN BEING NOTHING, MOST NOT ABLE TO JOIN THE PUBLIC.

IN CONCLUSION, WOMEN HAVE FOUGHT AND THEY HAVE WON.

## Anchor Level 2-C

### **The response:**

- Addresses both aspects of the task by mentioning why women were dissatisfied with their roles after World War II and by mentioning specific attempts by women to achieve equality after World War II in a limited way
- Makes limited use of documents 2, 3, and 6
- Presents no relevant outside information
- Includes few facts, examples, and details (women were still expected to stay at home and lead rather boring lives; women's organizations spawned all over the country)
- Is a satisfactorily organized essay, demonstrating a general plan of organization
- Introduces the theme by establishing a framework of expectations and concludes with a statement of the positive results of women's fight for equality

**Conclusion:** Overall, the response fits the criteria for Level 2. Although the response addresses both aspects of the task, the reasons for women's dissatisfaction with their roles are minimally discussed. Most of the response uses the basic information provided in the documents.

Many women were dissatisfied with their roles after WWII. Many were upset that they were not making as much money as men doing the exact same jobs (Doc. 6). According to Document 4, women were beginning to go to college & get Bachelor's degrees for their profession. They were educated and knew how to do different things besides work in the home. (Document 2) They didn't like the fact that men were taking their jobs back after WWII (doc. 1) and the women were getting fired!

**Anchor Level 1-A**

**The response:**

- Shows a limited understanding of the task, but makes some attempt to discuss both aspects
- Makes limited use of documents 1, 2, 4, and 6
- Presents no relevant outside information
- Includes few relevant facts, details, and examples (women were educated and knew how to do different things besides work in the home; women didn't like the fact that men were taking back their jobs after World War II)
- Is a poorly organized essay, comprised of a single paragraph
- Introduces the theme of the changing role of women after World War II by using part of the task as the topic sentence and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. Although an attempt is made to address both aspects of the task, the information presented is limited in scope and lacks details. Minimal information is used from the documents.

Women didn't were dissatisfied with their role in society. Women didn't want to wash the dishes, cooking the food, taking care of the kids and doing house stuff. They wanted to go out into the world, ~~and~~ get jobs, make money. They wanted to be treated like the men. Women wanted to become valuable parts of society and be known for it. ~~Along~~ along with that they wanted to get education for good, high standards jobs that made them good money.

Through out women's struggle to become equal to men they tried to ratify the Equal Rights amendment, Equal employment opportunities, development child care, paid maternity leave, right to control ~~over~~ <sup>their</sup> own reproductive lives, improvement of the image of women in mass media.

**Anchor Level 1-B**

**The response:**

- Shows a limited understanding of the task, but makes some attempt to discuss both aspects
- Makes vague, unclear references to documents 2, 3, and 4
- Presents no relevant outside information
- Includes few relevant facts, details, and examples (women didn't want to wash the dishes, take care of the kids, and do house stuff; women wanted to become valuable parts of society and be known for it)
- Demonstrates a major weakness in organization, lacking a true introduction and conclusion
- Introduces the theme of the changing role of women after World War II by using part of the task as the topic sentence and concludes with a listing of the goals of NOW

**Conclusion:** Overall, the response fits the criteria for Level 1. Some attempt is made to address the task and use the documents. However, the information presented is limited in scope and lacks details.

For centuries, if not all of time, women have been discriminated against, even here, in the land of opportunity, where freedom is supposedly found. After the 19<sup>th</sup> Amendment was passed in 1920, giving women the right to vote, the fight for equality seemed to subside. However, after World War II, a wave of dissatisfaction spread among women in this country. Again, the need was felt to gain equality.

During World War II, at an unprecedented rate, women began entering the work field. Really, they had no choice. As their husbands and sons left to fight overseas, the heavy responsibility of caring for a family and providing for them fell upon the women of our country. Millions of women began working at factories, using machinery and joining assembly lines. However, when the war ended and the men came home, a great change took place. The men began taking back the factory jobs and within two years of the war's end, 2 million women had lost their jobs. Imagine, being given the responsibility of working, enjoying this new found freedom, and then having to give it up because "men could do it better." Betty Friedan, in her book The Feminine Mystique illustrates this dissatisfaction. After having experienced and tasted such opportunity, who can blame women for being dissatisfied when they were forced to becoming just housewives and told to buy the new appliances of the day? Women were tired of seeing women on television and in the movies portrayed as "no minds."

Through out the decades since World War II, inspired by the African-American civil rights movement, women have tried time and time again to gain TRUE equality. In 1966, the National Organization for Women (NOW) pointed out that despite the Civil Rights Act of 1964, women were still being clearly discriminated against, not only in the workplace, but also

while working for our nation's capital. There were few women holding national political offices and there were no women on the Supreme Court. The law was simply not being enforced. Women, individually, have also tried bettering their condition, by taking jobs "designated for males." However, even in these fields, employers pay much less to women than they do to men doing the same job.

Women have made some gains since World War II in the area of equality. In her book, A Century of Woman, Deborah G. Felder points out that the gap between the pay of males and females is closing slowly. More women have been elected to Congress, there are more women governors, and there are two Supreme Court justices. However, despite the fact that the Civil Rights Act was passed over 35 years ago, women still do not have true equality today.

Throughout history, women were not given the same rights as men. Women were considered to be homemakers and not to be involved in the business world. Women fought long and hard for equality rights. Much of the fight came from their dissatisfied roles after WWII.

During WWII, women were given the jobs of men to help out in the war. After the fighting was over, some 800,000 had been fired from jobs in the workplace. The culture had told women to be homemakers. Many women were dissatisfied with this. Betty Friedan said, "Is this all [there is]?" Betty Friedan meant that the ordinary life of a homemaker should not just be placed on women. They wanted to be able to have jobs just like men.

There were many attempts from women to obtain their equal rights. The Civil Rights Act of 1964 was passed to prohibit discriminating a woman based on their sex. Many women supported the equal rights amendment and still it didn't pass. They felt that this amendment was necessary because men were getting paid much more for the same job that a woman was doing. The Equal Pay Act helped close a big gap in the amount of difference that men and women were paid. Women were also entering careers that had previously been closed

to them, including firemen, policemen, and doctors.

Today, women are capable of holding any job that a man does. The Equal Pay Act has helped put an end to the wage difference. There still may be discrimination, but it has relatively disappeared in the U.S. Women feel that they can do anything a man can. Sometimes men stay home with the kids while women work—maternity leave isn't just for women now.

The women's rights movement had all but disappeared after the adoption of the Nineteenth Amendment in 1920. However, in the post-World War II period, women increasingly realized that they continued to face obstacles in achieving equality in American society. For a very long time, women couldn't do anything that men did. They were expected to stay home with their children and cook and clean. This started to change during World War II, when women did jobs in auto and many factories. Ever since then, the role of women change for the better.

During World War II, women worked in the auto industry, aircraft industry, factories, and any other jobs that men usually did. After the war many women were fired from their jobs to go work at home again to make room for men returning from the war. Women were expected to live quiet family lives in the suburbs and be homemakers, cook and clean. Many new products were invented and people saw women as potential buyers for their washers, dryers, blenders... etc. Women were dissatisfied with their roles after World War II, because

they saw what they could do and achieve. Women no longer saw themselves as inferior to men. They realized that they could do the same job as men and successfully. After a woman feed their kids, shopped for groceries and cleaned, they was nothing else to do thanks to the new technology as stated in document 2. Women felt that they could do more and they was more to life.

Women made many attempts to achieve equality after World War II. According to document 3, women wanted to work towards taking action to achieve equality. Women wanted to ratify the Equal Rights Amendment. Women joined organizations like NOW and worked for equal employment opportunities, Developmental Child care, right to control their own reproductive life and improvement on the <sup>image of</sup> women in the mass media. After the Civil Rights Act of 1964, many women were still complaining of how they were being discriminated by males. Obviously, women saw that the Civil Rights Act of 1964 was not clearly enforced in the public. Women wanted their rights in obtaining abortion. They felt that it was their body and their right and privacy and the Supreme Court in *Roe v. Wade* agreed.

with them. Stated in document 4, women's earning college degrees increased every year. Women were now obtaining their Doctorate, Master, and Bachelor's degrees. Women were ~~now~~ getting the proper education so they can become doctors, lawyers, managers and other supposedly male jobs. They were proving to the society that they can do everything that men can do. In document 5, congresswoman Shirley Chisholm supported the Civil Rights Movement for women. She stated that women can be secretaries and teachers but why can't they be doctors and lawyers. The Equal Pay Act was a very important and good attempt. According to document 7, from 1963 to 1998 the earnings of female increased sharply and the gap had closed between what a woman earns and what a man earns. The attempts made by women took a long time to progressed. From this achievement, women are now working the same jobs as the same as men.

World War II was the turning point for the role of women in society. Of course in other United States wars they worked in male jobs but these war gave them the power to stick to what they

did during the war. As women were achieving equality, they faced obstacles and sex discrimination. Even after many laws were passed, there were many women who still reported about the discrimination received at work. Women fighting for equality dates back to women's suffrage with Susan B. Anthony and many other important women figures. After working in auto and aircraft industries, women saw what they can do. They realized that they didn't only want to stay home and cook and clean but also work outside the houses. Women also realized that their body and reproductive lives was their business. Women also realized that by doing the same job as men, they should get equal pay, after all what are the men doing differently. Facing obstacles and their discrimination they achieved the goals, for the better for themselves.

After World War II, women were ~~be treated~~ ~~the~~ horribly. They were getting paid half as much as the men were. They were ~~suppose to stay home and do chores~~. During the war women were employed to make weapons for the men that were fighting. After the war over 2 million women were fired. During the 1950's the role of the ~~men~~ women was to take care of the house, for example, they would cook dinner and clean. Most of the women were ~~used~~ usually bored with doing the same thing over everyday.

The women got fed up with all this nonsense and protested. Several acts were passed to raise equal rights. In 1964, the Civil Rights Act was passed which stopped "discrimination in employment on the basis of sex" document 3. This act wasn't really enforced so the National Organization for Women (NOW) had to continue to support equal opportunities.

The women's right movement had all but disappeared after the adoption of the 19<sup>th</sup> amendment in 1920. However, in the post-World War II period, women increasingly realized that they continued to face obstacles in achieving equality in American society. Women were dissatisfied with their roles and wanted to achieve better rights after WWII. After WWII women in America reached a milestone for equal rights.

Many women were dissatisfied with their roles after World War II because they were told they weren't needed anymore and sent home. In document number one it showed how after World War two ended most of the women were fired and sent back home. The numbers were about 2 million women were fired and in the aircraft industries 800,000 women were fired alone. These women then were expected to go back home to their kids and let the men resume work.

Many women were so outraged they worked night and day to gain equality after WWII. The Group NOW (National Organization for Women) was a key women's movement organization in the 1950's through today. This group got the ball rolling on the Civil Rights Act of 1964. In document number three it showed the goals of NOW which were ratification

of the Civil Right Amendment, Equal Employment Opportunities, Developmental Child Care, Paid Maternity leave, Right to Control our own reproductive lives, and Improvement of ~~Mass Media~~ Women in Mass Media. These goals were the standards that women wanted. In document number six it shows how many differences there are in pay between men and women in the same field or job. In document number four it shows that between 1950 and 1970 the number of women getting higher degree's as they can fill these fields or jobs. So you see there ~~shouldn't be any~~ women have strived and are achieving these goals and equality.

The Women's Right Movement was a movement of great change. Women were outraged and dissatisfied with their roles in the U.S.A. And the ~~roles~~ how much different the roles were between men and women. Women are moving in great ways to gain equality and they are achieving it. The U.S. is the land of freedom and shouldn't be plagued with different standards, we are the land of equal opportunity and should be about equality not separation.

## Practice Paper A—Score Level 4

### The response:

- Addresses both aspects of the task, although the discussion of the reasons for women’s dissatisfaction is stronger than the discussion of attempts to achieve equality
- Incorporates accurate information from documents 1, 2, 3, 5, 6, and 7
- Incorporates relevant outside information (few women holding national political offices; no women on the Supreme Court in the 1960s; inspiration of the African-American civil rights movement)
- Includes relevant facts, examples, and details but is more descriptive than analytical, mentioning examples rather than explaining them (enjoying newfound freedom and then having to give it up because men could do it better; women were tired of seeing women on television and in the movies portrayed as “no-minds”)
- Is a well-developed essay, demonstrating a logical and clear plan of organization, but uses the documents in a less integrated manner than in a Level 5 response
- Introduces the theme of the changing role of women after World War II by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

**Conclusion:** Overall, the response fits most of the criteria for Level 4. Although there is outside information, much of the information used to discuss women’s reasons for dissatisfaction after World War II is general. The conclusions that are drawn are analytical, although they are not supported with specific facts.

## Practice Paper B—Score Level 3

### The response:

- Addresses both aspects of the task by discussing why women were dissatisfied with their roles after World War II and by discussing specific attempts by women to achieve equality after World War II in a limited way
- Includes some information from documents 1, 2, 3, 5, 6, and 7
- Incorporates some relevant outside information (implied reference to paternity leave; women entering careers that had previously been closed to them—firemen, policemen, and doctors)
- Includes some facts, examples, and details but is more descriptive than analytical (women fought long and hard for equality rights; the culture had told women to be homemakers)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of the changing role of women after World War II by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme that draws conclusions about the future

**Conclusion:** Overall, the response fits most of the criteria for Level 3. While both aspects of the task are addressed, few details are used to support the discussion. Information is only mentioned and analysis is limited.

## Practice Paper C—Score Level 5

### The response:

- Thoroughly addresses both aspects of the task by discussing why women were dissatisfied with their roles after World War II and by discussing specific attempts by women to achieve equality after World War II (Equal Rights Amendment; Equal Pay Act; World War II as a turning point for women)
- Incorporates accurate information from all the documents
- Incorporates relevant outside information (right to privacy in *Roe v. Wade*)
- Richly supports the theme with the use of many relevant facts, examples, and details, and is more analytical than descriptive (weak enforcement of the terms of the Civil Rights Act; reduction in time needed for housework as a result of the new technology)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme of the changing role of women after World War II by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme, which repeats much of the information discussed

**Conclusion:** Overall, the response fits most of the criteria for Level 5. The reasons used for the dissatisfaction of women after World War II are not well developed, but the discussion of attempts by women to achieve equality after World War II is good. Although much of the information is taken from the documents and is somewhat repetitive, it does not detract from the overall quality of the response in which many specific facts and examples are given.

## Practice Paper D—Score Level 2

### The response:

- Addresses both aspects of the task by mentioning why women were dissatisfied with their roles after World War II and by mentioning specific attempts by women to achieve equality after World War II in a limited way
- Makes limited use of documents 1, 2, 3, and 7
- Presents no relevant outside information
- Includes few facts, examples, and details (most women were usually bored with doing the same thing over every day; because the Civil Rights Act really wasn't enforced NOW had to continue to support equal opportunities)
- Is a poorly organized essay
- Introduces the theme of the changing role of women after World War II and lacks a conclusion

**Conclusion:** Overall, the response fits most of the criteria for Level 2. The response is a series of general statements that address both aspects of the task, but as a whole, these statements are vague and lack depth and detail. Both aspects of the task are mentioned and some references are made to the documents.

### Practice Paper E—Score Level 3

**The response:**

- Addresses both aspects of the task by discussing why women were dissatisfied with their roles after World War II and by discussing specific attempts by women to achieve equality after World War II in a limited way
- Includes some information from all the documents
- Incorporates no relevant outside information
- Includes some facts, examples, and details, but is more descriptive than analytical (women were expected to go back home to their kids and let the men resume work; the U.S. is the land of freedom and shouldn't be plagued with different standards)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of the changing role of women after World War II by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

**Conclusion:** Overall, the response fits most of the criteria for Level 3. Although the introduction and conclusion are good, few details are used to support the discussion. The response relies on information from the documents.

# United States History and Government Specifications Grid

## Part I Multiple Choice Questions by Unit and Standard

Standard Unit      ↓      →	1 US and NY History	2 World History	3 Geography	4 Economics	5 Civics, Citizenship, and Government	Number
<i>One</i> Introduction (Geography)			45, 46			2
<i>Two</i> Constitutional Foundations	2, 3, 9, 12, 17			1, 11	4, 5, 6, 7, 8, 10	13
<i>Three</i> Industrialization of the United States	13, 14, 15, 16, 48			24, 25		7
<i>Four</i> Progressive Responses to Industrialization	21, 22, 23	18, 19, 27	20	26		8
<i>Five</i> Home and Abroad: Prosperity and Depression	28, 30, 31			29		4
<i>Six</i> The U.S. in an Age of Global Crisis	33, 34, 37	32, 36				5
<i>Seven (A)</i> World in Uncertain Times: 1950–1980	39, 43	38, 41	35	42	40	7
<i>Seven (B)</i> World in Uncertain Times: 1980–Present	44, 47					2
Cross Topical	49, 50					2
Total Number of Questions	25	7	4	7	7	50

# Regents Examination in United States History and Government — August 2002 Chart for Determining the Final Examination score (Use for August 2002 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 III A 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 III A score of 45 would receive a final examination score of 79.

**Total  
Essay  
Score →**

**Total Part I and Part III A Score**

	0	1	2	3	4	5	6	7	8	9	10
0	0	3	7	10	14	18	21	25	29	33	37
1	1	4	8	11	15	19	23	27	31	35	39
2	2	5	9	13	16	20	24	28	32	36	40
3	3	7	10	14	18	21	25	29	33	37	41
4	4	8	11	15	19	23	27	31	35	39	43
5	5	9	13	16	20	24	28	32	36	40	44
6	7	10	14	18	21	25	29	33	37	41	46
7	8	11	15	19	23	27	31	35	39	43	47
8	9	13	16	20	24	28	32	36	40	44	48
9	10	14	18	21	25	29	33	37	41	46	50
10	11	15	19	23	27	31	35	39	43	47	51
11	13	16	20	24	28	32	36	40	44	48	52
12	14	18	21	25	29	33	37	41	46	50	54
13	15	19	23	27	31	35	39	43	47	51	55
14	16	20	24	28	32	36	40	44	48	52	56
15	18	21	25	29	33	37	41	46	50	54	58
16	19	23	27	31	35	39	43	47	51	55	59
17	20	24	28	32	36	40	44	48	52	56	60
18	21	25	29	33	37	41	46	50	54	58	62
19	23	27	31	35	39	43	47	51	55	59	63
20	24	28	32	36	40	44	48	52	56	60	64
21	25	29	33	37	41	46	50	54	58	62	65
22	27	31	35	39	43	47	51	55	59	63	67
23	28	32	36	40	44	48	52	56	60	64	68
24	29	33	37	41	46	50	54	58	62	65	69
25	31	35	39	43	47	51	55	59	63	67	70
26	32	36	40	44	48	52	56	60	64	68	71
27	33	37	41	46	50	54	58	62	65	69	73
28	35	39	43	47	51	55	59	63	67	70	74
29	36	40	44	48	52	56	60	64	68	71	75

**Total Part I and Part III A Score (continued)**

	0	1	2	3	4	5	6	7	8	9	10
30	37	41	46	50	54	58	62	65	69	73	76
31	39	43	47	51	55	59	63	67	70	74	77
32	40	44	48	52	56	60	64	68	71	75	78
33	41	46	50	54	58	62	65	69	73	76	79
34	43	47	51	55	59	63	67	70	74	77	81
35	44	48	52	56	60	64	68	71	75	78	82
36	46	50	54	58	62	65	69	73	76	79	83
37	47	51	55	59	63	67	70	74	77	81	84
38	48	52	56	60	64	68	71	75	78	82	85
39	50	54	58	62	65	69	73	76	79	83	86
40	51	55	59	63	67	70	74	77	81	84	87
41	52	56	60	64	68	71	75	78	82	85	88
42	54	58	62	65	69	73	76	79	83	86	88
43	55	59	63	67	70	74	77	81	84	87	89
44	56	60	64	68	71	75	78	82	85	88	90
45	58	62	65	69	73	76	79	83	86	88	91
46	59	63	67	70	74	77	81	84	87	89	92
47	60	64	68	71	75	78	82	85	88	90	93
48	62	65	69	73	76	79	83	86	88	91	93
49	63	67	70	74	77	81	84	87	89	92	94
50	64	68	71	75	78	82	85	88	90	93	95
51	65	69	73	76	79	83	86	88	91	93	96
52	67	70	74	77	81	84	87	89	92	94	96
53	68	71	75	78	82	85	88	90	93	95	97
54	69	73	76	79	83	86	88	91	93	96	97
55	70	74	77	81	84	87	89	92	94	96	98
56	71	75	78	82	85	88	90	93	95	97	99
57	73	76	79	83	86	88	91	93	96	97	99
58	74	77	81	84	87	89	92	94	96	98	99
59	75	78	82	85	88	90	93	95	97	99	100