

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

**UNITED STATES HISTORY  
AND  
GOVERNMENT**

**Wednesday, August 13, 2003 — 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.**

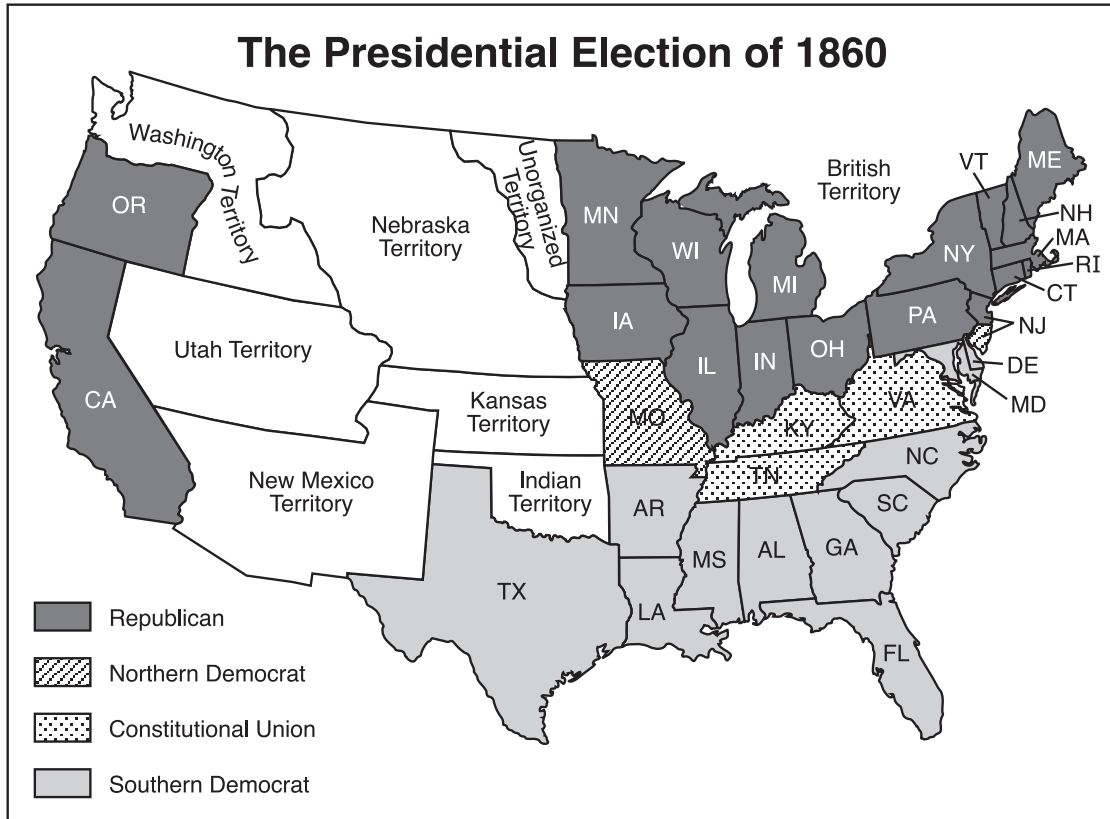
## Part I

### 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 In the 1800s, the Great Plains region of the United States was characterized primarily by</p> <ul style="list-style-type: none"><li>(1) exceptionally high amounts of annual rainfall</li><li>(2) heavily wooded forests covering most of the area</li><li>(3) an extensive system of navigable rivers</li><li>(4) vast expanses of native grasses</li></ul> <p>2 In the early 1800's, the need for a water route to help farmers ship their products to market was one reason for the</p> <ul style="list-style-type: none"><li>(1) Gadsden Purchase</li><li>(2) Louisiana Purchase</li><li>(3) Mexican Cession</li><li>(4) Missouri Compromise</li></ul> <p>3 The Mayflower Compact and the House of Burgesses were important to the development of democracy in colonial America because they</p> <ul style="list-style-type: none"><li>(1) expanded freedom of religion</li><li>(2) promoted self-government</li><li>(3) protected private ownership of property</li><li>(4) granted voting rights to all white males</li></ul> <p>4 The main criticism of the Articles of Confederation was that they failed to</p> <ul style="list-style-type: none"><li>(1) allow for the admission of new states</li><li>(2) limit the powers of the president</li><li>(3) provide adequate powers for the central government</li><li>(4) prevent the development of military rule</li></ul> <p>5 Which information on the writing of the Constitution is considered a primary source?</p> <ul style="list-style-type: none"><li>(1) a newspaper editorial written in 1887</li><li>(2) an encyclopedia article on the Constitution</li><li>(3) the book, <i>An Economic Interpretation of the Constitution</i>, by Charles Beard</li><li>(4) notes from the Constitutional Convention taken by James Madison</li></ul> | <p>6 To avoid having too much power concentrated in one branch of government, the framers of the Constitution established</p> <ul style="list-style-type: none"><li>(1) a bicameral national legislature</li><li>(2) division of power among different levels of government</li><li>(3) the system of two political parties</li><li>(4) the system of checks and balances</li></ul> <p>7 Congress established a minimum wage for workers and regulations on radio broadcasts by combining its delegated power to regulate interstate commerce with the</p> <ul style="list-style-type: none"><li>(1) sanctity of contract clause</li><li>(2) due process clause</li><li>(3) elastic clause</li><li>(4) writ of habeas corpus clause</li></ul> <p>8 Which concept found in the United States Constitution was a belief held by the social contract philosophers of the Enlightenment period?</p> <ul style="list-style-type: none"><li>(1) presidential cabinet</li><li>(2) judicial review</li><li>(3) limited monarchy</li><li>(4) sovereignty of the people</li></ul> <p>9 Court decisions in the trial of John Peter Zenger (1735) and the case of <i>New York Times Co. v. United States</i> (1971) strengthened</p> <ul style="list-style-type: none"><li>(1) freedom of religion</li><li>(2) freedom of the press</li><li>(3) due process rights</li><li>(4) the right to counsel</li></ul> |
|---|---|

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



Source: James West Davidson et al., *The American Nation*, Prentice Hall (adapted)

10 The election results shown on this map most clearly reflect the influence of

- |                           |                         |
|---------------------------|-------------------------|
| (1) nationalist motives   | (3) political stability |
| (2) sectional differences | (4) ethnic conflicts    |

11 As Secretary of the Treasury, Alexander Hamilton was most noted for

- (1) devising a plan to pay off the nation's debts
- (2) beginning a system to tax exports
- (3) arranging necessary loans from European nations
- (4) raising revenue from the sale of western lands

12 On what grounds would strict constructionists of the United States Constitution have questioned the purchase of the Louisiana Territory?

- (1) It violated the guarantee of states' rights.
- (2) The president was not specifically given the power to purchase new land.
- (3) Congress was opposed to expansion west of the Mississippi River.
- (4) The Constitution applied only to the original thirteen states.

- 13 President Andrew Jackson claimed that use of the spoils system increased democracy in the federal government because it
- (1) removed property-holding qualifications for voting
  - (2) limited the role of the electoral college in presidential elections
  - (3) allowed larger numbers of citizens to hold office
  - (4) used nominating conventions to pick political party candidates
- 14 Both the Missouri Compromise of 1820 and the Compromise of 1850 settled conflicts between the North and the South over
- (1) admission of states to the Union
  - (2) Supreme Court decisions
  - (3) presidential election results
  - (4) voting rights

Base your answer to question 15 on the information below and on your knowledge of social studies.

*To the Honorable Senate and House of Representatives in Congress Assembled,*

*We the undersigned, citizens of the United States, but deprived of some of the privileges and immunities of citizens among which, is the right to vote, beg leave to submit the following resolution:*

*Resolved; that we the officers and members of the National Woman Suffrage Association, in convention assembled, respectfully ask Congress to enact appropriate legislation during its present session to protect women citizens in the several states of this Union, in their right to vote.*

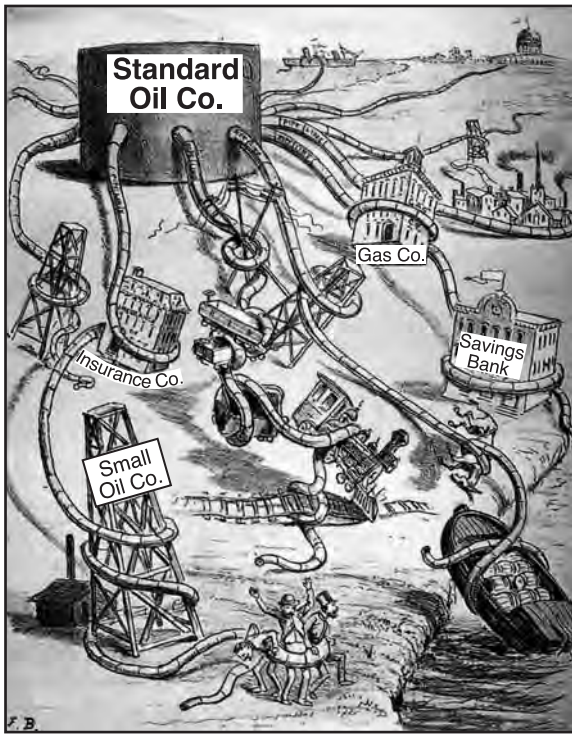
— Susan B. Anthony, Matilda Joslyn Gage,  
and Elizabeth Cady Stanton (1873)

Source: National Archives and Records Administration

- 15 This resolution illustrates the constitutional right to
- (1) petition for redress of grievances
  - (2) protection against unreasonable search and seizure
  - (3) a speedy and public trial
  - (4) freedom of religion

- 16 What was a major result of the Civil War?
- (1) States now had the right to secede from the Union.
  - (2) Congress passed an amendment to provide for the direct election of senators.
  - (3) The power of the central government was strengthened.
  - (4) The judiciary became the dominant branch of the federal government.
- 17 Which statement describes a result of the Industrial Revolution in the United States?
- (1) Farm production decreased.
  - (2) Slavery in the South increased.
  - (3) The population of the cities decreased.
  - (4) Immigration to the United States increased.
- 18 In the late 19th century, the federal government aided the growth of transcontinental railroads by
- (1) legalizing rate rebates for large shippers
  - (2) providing free land for laying railroad tracks
  - (3) requiring standard-gauge tracks on all interstate lines
  - (4) forcing small lines to consolidate into large systems
- 19 The Populist movement was most interested in improving conditions for
- (1) farmers
  - (2) business leaders
  - (3) African Americans
  - (4) Native American Indians
- 20 What was the main benefit that labor unions of the late 19th century gained for their members?
- (1) job security
  - (2) improved wages and hours
  - (3) paid vacations
  - (4) health insurance
- 21 During the late 1800s, business leaders formed trusts mainly to
- (1) reduce prices
  - (2) eliminate competition
  - (3) improve worker productivity
  - (4) establish overseas factories

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



Source: Herman Viola, *Why We Remember: United States History*, Scott Foresman-Addison Wesley Publishing Co. (adapted)

- 22 What is the main idea of this cartoon?
- (1) The Standard Oil Company was a harmful monopoly.
  - (2) The best way to develop major industries was to form proprietorships.
  - (3) Government regulations were strangling the Standard Oil Company.
  - (4) Foreign competition in the oil industry was hurting American companies.
- 
- 23 In the late 1800s, the theory of laissez-faire capitalism was used by many industrialists to
- (1) petition the government for assistance during times of financial crisis
  - (2) oppose colonial expansion in Africa and Asia
  - (3) argue against government regulation of business practices
  - (4) defend limits on the number of immigrants allowed to work in factories

- 24 During the late 1800s, a major reason labor unions had difficulty achieving their goals was that
- (1) government supported business over labor
  - (2) industrialization created better working conditions
  - (3) there was a shortage of new workers
  - (4) businesses promoted labor officials to management positions

Base your answers to questions 25 and 26 on the quotation below and on your knowledge of social studies.

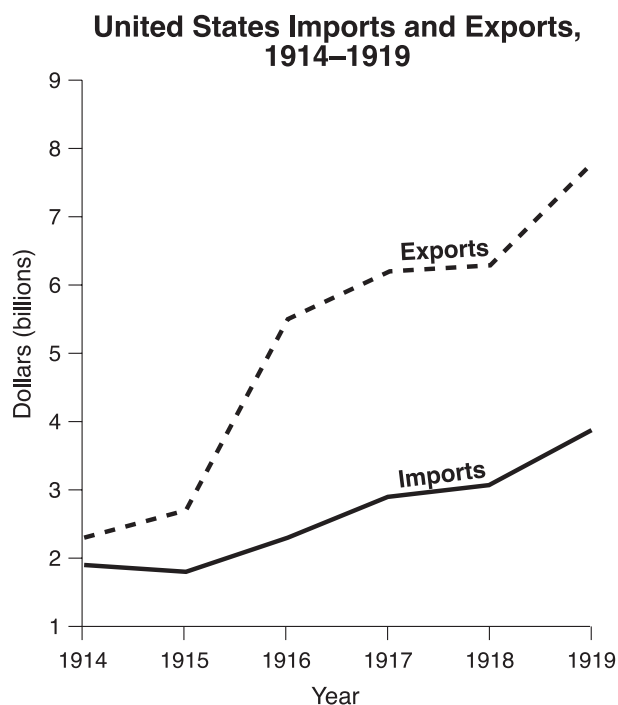
“ . . . Whether they will or no, Americans must now begin to look outward. The growing production of the country demands it. An increasing volume of public sentiment demands it. . . . ”

— Alfred T. Mahan, *The Atlantic Monthly*, December 1890

- 25 This statement encouraged popular support among Americans for
- (1) isolationism
  - (2) protectionism
  - (3) neutrality
  - (4) imperialism
- 26 Supporters of Mahan's ideas most likely favored a foreign policy that would
- (1) limit the military arms race
  - (2) acquire foreign markets
  - (3) abandon the Monroe Doctrine
  - (4) establish an international peace organization
- 
- 27 Which president was known as a trustbuster?
- (1) George Washington
  - (2) Calvin Coolidge
  - (3) Theodore Roosevelt
  - (4) Dwight Eisenhower

- 28 President Woodrow Wilson supported creation of the Federal Reserve System in 1913 to
- (1) balance the federal budget
  - (2) regulate the amount of money in circulation
  - (3) serve as a source of loans for farmers
  - (4) solve the financial problems of the Great Depression

Base your answer to question 29 on the graph below and on your knowledge of social studies.

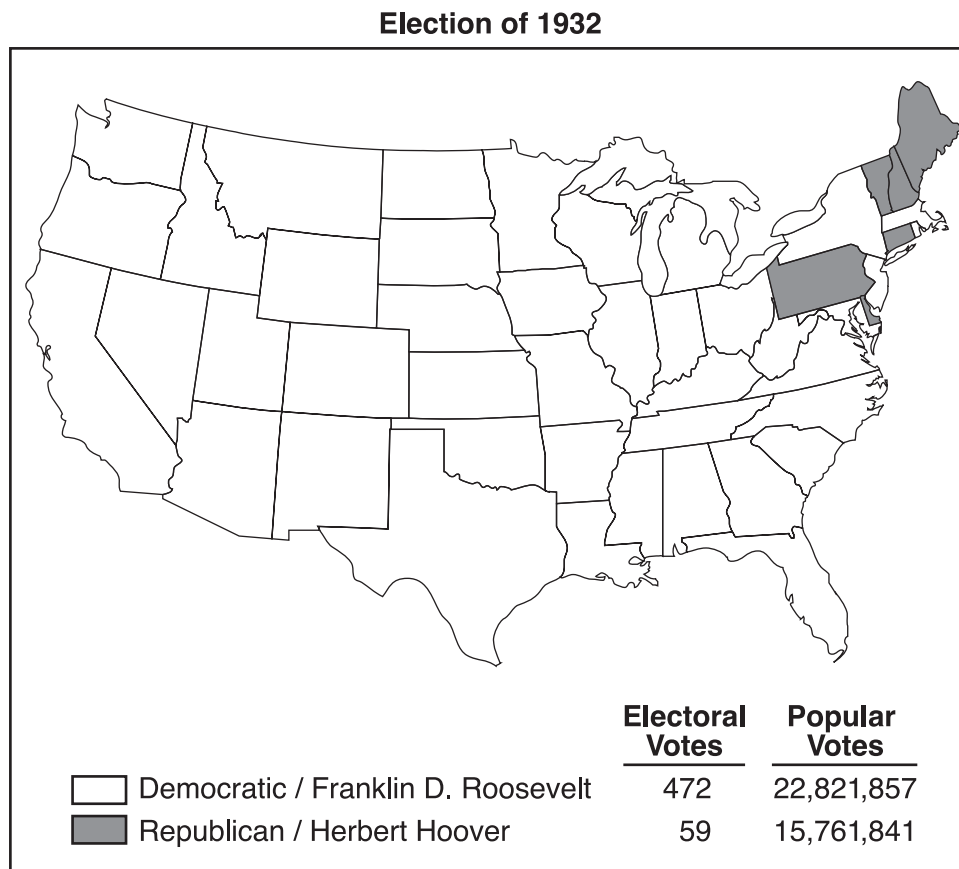


Source: United States Bureau of the Census (adapted)

- 29 Data from this graph support the conclusion that World War I
- (1) caused the United States trade deficit to increase
  - (2) cost the United States many billions of dollars
  - (3) was a significant benefit to the American economy
  - (4) created an unfavorable balance of trade

- 30 In the case *Schenck v. United States* (1919), the United States Supreme Court settled the issue of limits on individual freedoms during wartime by establishing the
- (1) clear and present danger test
  - (2) states' rights principle
  - (3) separate but equal doctrine
  - (4) popular sovereignty principle
- 31 Many senators who opposed United States membership in the League of Nations argued that joining the League would
- (1) involve the nation in future military conflicts
  - (2) reduce freedom of the seas
  - (3) end the country's free-trade policy
  - (4) endanger the nation's military preparedness
- 32 The economic boom of the 1920s was primarily caused by the
- (1) new economic policies of the League of Nations
  - (2) development of new consumer goods industries
  - (3) advent of advertising on radio
  - (4) elimination of barriers to international trade
- 33 During most of the 1920s, which group experienced the most severe economic problems?
- (1) owners of small family farms
  - (2) workers in the automobile industry
  - (3) bankers in urban centers
  - (4) entertainers in the field of radio
- 34 New Deal programs such as the Civilian Conservation Corps (CCC) and the Works Progress Administration (WPA) were primarily intended to help
- (1) farmers
  - (2) homeowners
  - (3) businesses
  - (4) unemployed workers
- 35 Passage of the Neutrality Acts of 1935 and 1937 indicated that the United States desired to
- (1) isolate itself from conflicts in Europe and Asia
  - (2) form alliances to stop the aggression of dictators
  - (3) expand trade outside the Western Hemisphere
  - (4) support the policies of the League of Nations

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



Source: <http://www.archives.gov/federalregister/electoralcollege/votes> (adapted)

36 What was the most likely cause of the election results shown on the map?

- (1) Most voters blamed President Herbert Hoover for the Great Depression.
- (2) It is difficult to defeat an incumbent president.
- (3) Franklin D. Roosevelt had more business experience than Herbert Hoover.
- (4) Republican Party popularity had been declining for several elections.

37 Congress refused to enact President Franklin D. Roosevelt's court-packing plan because the plan

- (1) threatened to upset the constitutional system of checks and balances
- (2) entrusted too much power to the judicial branch
- (3) called for an increase in income taxes
- (4) required passage of a constitutional amendment

38 Which federal policy was enacted during World War II and justified as a wartime necessity?

- (1) a ban on German-language books
- (2) internment of Japanese Americans
- (3) exclusion of Chinese immigrants
- (4) adoption of the quota system of immigration

- 39 In 1944, Congress enacted the GI Bill of Rights in order to
- (1) provide economic aid to veterans
  - (2) reduce military expenditures
  - (3) ban racial segregation in the armed forces
  - (4) create government jobs for returning soldiers

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



Source: G. K. Odell, National Archives and Records Administration

- 40 During World War II, this poster was used primarily to
- (1) contain the spread of communism
  - (2) create jobs for the unemployed
  - (3) gain financial support for the war
  - (4) convince women to fill vacant factory jobs
- 

- 41 Since the 1950s, the term *McCarthyism* has been applied to events that are related to
- (1) the basic rights of citizens to own and carry guns
  - (2) the violent activities of international terrorists
  - (3) reckless accusations unsupported by evidence
  - (4) questionable methods used to finance political campaigns

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

*Speaker A:* "We have to take care of our own problems. If we get too involved in the world's affairs, we'll get dragged into conflicts that have nothing to do with our own security."

*Speaker B:* "This world is different now. Two oceans can no longer protect us. We have to take a leading role in order to stop problems before they harm our economic and security interests. We need collective security, and we have to help our allies to be economically strong."

*Speaker C:* "Perhaps if we had taken an active part in international peacekeeping organizations in the past, we wouldn't have to take on the superpower role that we face now. Now we must get more involved and meet our international obligations."

*Speaker D:* "The arms makers and the bankers got us involved in war. The Europeans are only interested in gaining territory. Let them solve their own problems."

- 42 Which speakers reflect the foreign policy beliefs of the Truman administration after World War II?
- |             |             |
|-------------|-------------|
| (1) A and B | (3) B and C |
| (2) A and D | (4) C and D |
- 43 The statements of Speakers A and D express support for the policy of
- |                 |                      |
|-----------------|----------------------|
| (1) containment | (3) internationalism |
| (2) imperialism | (4) isolationism     |
-

- 44 In 1957, the Eisenhower Doctrine expanded the principles of the Truman Doctrine by extending Middle East military assistance in order to
- (1) offset communist influence in the region
  - (2) combat anti-American terrorist threats
  - (3) force the Organization of Petroleum Exporting Countries (OPEC) to end its oil embargo
  - (4) defend Israel against Arab invasions
- 45 The immediate impact of the 1957 launch of *Sputnik I* was that it
- (1) forced the United States to find new sources of fuel
  - (2) focused attention on the need to regulate the uses of outer space
  - (3) heightened the space race as a form of Cold War competition
  - (4) ended the period of peaceful coexistence between the United States and the Soviet Union
- 46 President John F. Kennedy supported the 1961 Bay of Pigs invasion of Cuba as an effort to
- (1) remove a communist dictator from power
  - (2) stop the flow of illegal drugs to the United States
  - (3) support Fidel Castro's efforts for reform
  - (4) rescue hostages held by Cuban freedom fighters
- 47 Supreme Court decisions in *Mapp v. Ohio*, *Gideon v. Wainwright*, and *Miranda v. Arizona* affected individual liberties by
- (1) eliminating the poll tax as a voting requirement
  - (2) preventing the use of organized prayer in public schools
  - (3) requiring equal pay for men and women performing the same job
  - (4) expanding the constitutional rights of people accused of crimes
- 48 *The Feminine Mystique* by Betty Friedan was an influential book in the 1960s because it
- (1) helped strengthen family values
  - (2) led directly to the defeat of the Equal Rights Amendment
  - (3) energized a new women's rights movement
  - (4) reinforced the importance of women's traditional roles
- 49 The trial of Sacco and Vanzetti in the 1920s was similar to the trial of the Rosenbergs in the 1950s in that both trials were accompanied by
- (1) nativist fears of foreign influence in the United States
  - (2) concern that the United States would sink into a depression
  - (3) public reactions against organized crime
  - (4) a grassroots movement to gain equal rights for minorities
- 50 Which United States foreign policy action resulted from the close geographic relationship between the United States and Latin America?
- (1) Monroe Doctrine
  - (2) Truman Doctrine
  - (3) Marshall Plan
  - (4) Open Door policy

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

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

- (a) **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: Foreign Policy

During the course of its history, the United States has taken foreign policy actions that have been consistent with the national interest.

#### Task:

Identify **two** events in United States history that demonstrate how the United States has promoted the national interest by taking foreign policy actions and for **each** event:

- Discuss the historical circumstances that led the United States to take that action
- Evaluate the success or failure of that foreign policy action in promoting the national interest of the United States

You may use any events from your study of United States history. Some suggestions you might wish to consider include President George Washington’s Proclamation of Neutrality (1793), congressional declaration of war against Mexico (1846), acquisition of the rights to build the Panama Canal (1901), United States entry into World War I (1917), implementation of the Marshall Plan (1947), United States entry into the Korean War (1950), escalation of the Vietnam War beginning in 1964, and President Jimmy Carter’s efforts to negotiate the Camp David Accords (1978).

**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

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In developing your answer to Part 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) describe means “to illustrate something in words or tell about it”

### Part III

#### DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1–6). The question is designed to test your ability to work with historical documents. Some of the documents have been edited for the purposes of the question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document.

#### Historical Context:

Since 1900, African Americans and women have had difficulty achieving their civil rights. The government, groups, and individuals have taken actions to help African Americans and women achieve their civil rights.

**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 problems experienced by African Americans and problems experienced by women in achieving their civil rights since 1900
- For *each* problem, describe *one* action taken by the government, a group, or an individual in an attempt to help African Americans and women achieve their civil rights

## 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

Adoption of Voting Restrictions in Southern States 1889–1908					
Year	Poll Tax	Literacy Test	Property Test	Grandfather Clause	Other*
1889	FL				TN, FL
1890	MS, TN	MS			MS
1891					AR
1892	AR				
1893					AL
1894					SC, VA
1895	SC	SC			SC
1896					
1897					LA
1898	LA	LA	LA	LA	
1899					NC
1900	NC	NC	NC	NC	
1901	AL	AL	AL	AL	
1902	VA, TX	VA	VA		VA
1903					
1904					
1905					
1906					
1907					
1908		GA	GA	GA	GA

#### KEY

Alabama	AL
Arkansas	AR
Florida	FL
Georgia	GA
Louisiana	LA
Mississippi	MS
North Carolina	NC
South Carolina	SC
Tennessee	TN
Texas	TX
Virginia	VA

\*Registration, multiple-box, secret ballot, understanding clause.

Source: *The American Record: Images of the Nation's Past, Volume Two*,  
edited by William Graebner and Leonard Richards (adapted)

1 Based on this chart, state **two** methods used by southern states to deny the vote to African Americans. [2]

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

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

## Document 2

. . . The great doctrine of the American Republic that “all governments derive their just powers from the consent of the governed” justifies the plea of one-half of the people, the women, to exercise the suffrage. The doctrine of the American Revolutionary War that taxation without representation is unendurable justifies women in exercising the suffrage.

— Oklahoma Senator Robert L. Owen, 1910

2 What problem is described in this quotation? [1]

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Score

**WHO SHARES THE COST OF WAR?**

<b>Who</b> face death in order to give life to men?	<b>WOMEN.</b>
<b>Who</b> love and work to rear the sons who then are killed in battle?	<b>WOMEN.</b>
<b>Who</b> plant fields and harvest crops when all the able-bodied men are called to war?	<b>WOMEN.</b>
<b>Who</b> keep shops and schools and work in factories while men are in the trenches?	<b>WOMEN.</b>
<b>Who</b> nurse the wounded, feed the sick, support the helpless, brave all danger?	<b>WOMEN.</b>
<b>Who</b> see their homes destroyed by shell and fire, their little ones made destitute, their daughters outraged?	<b>WOMEN.</b>
<b>Who</b> are sent adrift, alone, no food, no hope, no shelter for the unborn child?	<b>WOMEN.</b>
<b>Who</b> must suffer agony for every soldier killed?	<b>WOMEN.</b>
<b>Who</b> are called upon to make sacrifices to pay the terrible tax of war?	<b>WOMEN.</b>

**Who dares say that war is not their business? In the name of Justice and Civilization give women a voice in Government and in the councils that make or prevent war.**

**VOTE for the WOMAN SUFFRAGE AMENDMENT IN NOVEMBER**

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**PENNSYLVANIA WOMAN SUFFRAGE ASSOCIATION**  
**Headquarters: 201-5 Arcade Building, Harrisburg**

M. W. S. Publishing Co., Inc.

Source: Library of Congress, Rare Book and Special Collections Division,  
(adapted)

3 According to this poster, what were *two* reasons that people should vote in favor of the 19th Amendment supporting women's suffrage? [2]

(1) _____	Score <div style="border: 1px solid black; width: 40px; height: 30px; display: inline-block;"></div>
(2) _____	Score <div style="border: 1px solid black; width: 40px; height: 30px; display: inline-block;"></div>

#### Document 4

The major sections [titles] of the Civil Rights Act of 1964 included these provisions:

- (1) Title I banned the use of different voter registration standards for blacks and whites.
- (2) Title II prohibited discrimination in public accommodations, such as motels, restaurants, gas stations, theaters, and sports arenas.
- (3) Title VI allowed the withholding of federal funds from public or private programs that practice discrimination.
- (4) Title VII banned discrimination on the basis of race, sex, religion, or national origin by employers and unions.
- (5) Title VII also created the Equal Employment Opportunity Commission (EEOC) to investigate charges of job discrimination.

4 Based on this document, state **two** provisions of the Civil Rights Act of 1964 that attempted to end discrimination for African Americans and women. [2]

(1) _____	Score	<input type="text"/>
(2) _____	Score	<input type="text"/>

## Document 5

. . . I ask the Congress under the power clearly granted by the 15th amendment to enact legislation [Voting Rights Bill] which would:

1. Strike down restrictions to voting in all elections—Federal, State, and local—which have been used to deny Negroes the right to vote.
2. Establish in all States and counties where the right to vote has been denied on account of race a simple standard of voter registration which will make it impossible to thwart the 15th amendment.
3. Prohibit the use of new tests and devices wherever they may be used for discriminatory purposes.
4. Provide adequate power to insure, if necessary, that Federal officials can perform functions essential to the right to vote whenever State officials deny that right. . . .

— President Lyndon B. Johnson, Message to the House of Representatives, March 15, 1965

Source: *Congressional Record*

5 According to this passage, what was the main purpose of the Voting Rights Bill? [1]

Score

## Document 6

. . . Until the Equal Pay Act of 1963, only the state of Wyoming had passed an equal pay law for employees of the state government. The federal act provided equal pay for men and women in jobs requiring equal skill, responsibility, and effort. Although to help insure passage it excluded business and professional women, as well as almost two-thirds of working women, especially low-paid women in agriculture and domestic service from its provisions, the Equal Pay Act represented the first significant step toward ending wage discrimination for women workers. In 1963 full-time, year-round female workers were earning on average 63 percent less than male workers. By 1971 the disparity had dropped to 57 percent; and by the twenty-fifth anniversary of the act in 1998, the gap had closed to under 25 percent. Because there is an imprecision in determining what constitutes equal skill, responsibility, and effort, enforcement of the Equal Pay Act has proven difficult, and the disparity of wages between men and women has not yet been corrected. However, feminists and equal rights advocates have achieved success in court cases that consider comparable worth in job descriptions and wages, and women have won numerous lawsuits in the 1980s and 1990s, particularly in city and state jobs in which qualifications and requirements are more precisely quantified. The Equal Pay Act of 1963 has, despite slow gains, helped change attitudes and employment practices that in some cases have ended and in others mitigated [relieved] wage discrimination. . . .

Source: Deborah G. Felder, *A Century of Women: The Most Influential Events In Twentieth-Century Women's History*, Birch Lane Press

6 According to this author, how did the Equal Pay Act affect women workers? [1]

Score

## Part B

### Essay

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

#### Historical Context:

Since 1900, African Americans and women have had difficulty achieving their civil rights. The government, groups, and individuals have taken actions to help African Americans and women achieve their civil rights.

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

- Discuss problems experienced by African Americans and problems experienced by women in achieving their civil rights since 1900
- For **each** problem, describe **one** action taken by the government, a group, or an individual in an attempt to help African Americans and women achieve their civil rights

#### 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

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The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY  
AND GOVERNMENT

Wednesday, August 13, 2003 — 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..... |
| 2.....  | 27..... |
| 3.....  | 28..... |
| 4.....  | 29..... |
| 5.....  | 30..... |
| 6.....  | 31..... |
| 7.....  | 32..... |
| 8.....  | 33..... |
| 9.....  | 34..... |
| 10..... | 35..... |
| 11..... | 36..... |
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| 13..... | 38..... |
| 14..... | 39..... |
| 15..... | 40..... |
| 16..... | 41..... |
| 17..... | 42..... |
| 18..... | 43..... |
| 19..... | 44..... |
| 20..... | 45..... |
| 21..... | 46..... |
| 22..... | 47..... |
| 23..... | 48..... |
| 24..... | 49..... |
| 25..... | 50..... |

No.  
Right

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

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

Signature

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# FOR TEACHERS ONLY

The University of the State of New York

## REGENTS HIGH SCHOOL EXAMINATION

### UNITED STATES HISTORY AND GOVERNMENT

Wednesday, August 13, 2003 — 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, 2003

#### Part I

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

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THE STATE EDUCATION DEPARTMENT  
Albany, New York 12234

### 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 History and Government**  
**Content-Specific Rubric**  
**Thematic Essay—August 2003**

**Theme: Foreign Policy**

During the course of its history, the United States has taken foreign policy actions that have been consistent with the national interest.

**Task:** Identify *two* events in United States history that demonstrate how the United States has promoted the national interest by taking foreign policy actions and for *each* event:

- Discuss the historical circumstances that led the United States to take that action
- Evaluate the success or failure of that foreign policy action in promoting the national interest of the United States

You may use any events from your study of United States history. Some suggestions you might wish to consider include President George Washington's Proclamation of Neutrality (1793), congressional declaration of war against Mexico (1846), acquisition of the rights to build the Panama Canal (1901), United States entry into World War I (1917), implementation of the Marshall Plan (1947), United States entry into the Korean War (1950), escalation of the Vietnam War beginning in 1964, and President Jimmy Carter's efforts to negotiate the Camp David Accords (1978).

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

**Score of 5:**

- Shows a thorough understanding of *two* events that demonstrate how the United States has promoted its national interest by taking certain foreign policy actions
- Thoroughly addresses all aspects of the task evenly and in depth by identifying *two* events, discussing the historical circumstances that led the United States to take a specific action related to those events, and evaluating the success or failure of those foreign policy actions in promoting the national interest of the United States
- Shows an ability to analyze and evaluate events in which the United States has promoted its national interest by taking certain foreign policy actions
- Richly supports the theme of how the United States has promoted its national interest by taking certain foreign policy actions with relevant facts, examples, and details
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the theme and concludes with a summation of the theme

**Score of 4:**

- Shows a good understanding of *two* events that demonstrate how the United States has promoted its national interest by taking certain foreign policy actions
- Addresses all aspects of the task but may do so somewhat unevenly by discussing one event more thoroughly than the second event *or* by discussing one aspect of the task more thoroughly for both events than the other aspect
- Shows an ability to analyze and evaluate events in which the United States has promoted its national interest by taking certain foreign policy actions
- Includes relevant facts, examples, and details
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the theme and concludes with a summation of the theme

**Score of 3:**

- Shows a satisfactory understanding of events that demonstrate how the United States has promoted its national interest by taking certain foreign policy actions
- Addresses most aspects of the task fully *or* addresses all aspects in a limited way
- Shows an ability to analyze or evaluate events in which the United States has promoted its national interest by taking certain foreign policy actions, but not in any depth
- Includes some facts, examples, and details; may contain some minor inaccuracies
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Includes an introduction and conclusion that may be a simple restatement of the theme

**Some Examples of Limited Treatment of Task at Score Level 3**

1. Briefly discusses both aspects of the task for two events.
2. Discusses both aspects of the task for one event **and** discusses one aspect of the task for the other event.
3. Thoroughly addresses both aspects of the task for one event, applying Level 5 criteria.

**Score of 2:**

- Shows a limited understanding of events that demonstrate how the United States has promoted its national interest by taking certain foreign policy actions
- Addresses some aspects of the task with a limited discussion of at least *one* aspect of the task for *each* of two events or a limited discussion of *both* aspects of the task for *one* event
- May develop a faulty or weak analysis or evaluation of events in which the United States has promoted its national interest by taking certain foreign policy actions
- Includes few facts, examples, and details; may include some inaccuracies
- May demonstrate a major weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed
- May lack an introduction and/or conclusion *or* these elements may not refer to the theme

**Score of 1:**

- Shows little understanding of events that demonstrate how the United States has promoted its national interest by taking certain foreign policy actions
- Makes some effort to address both aspects of the task with a very limited discussion of at least one event without focusing explicitly on the two aspects of the task
- Lacks an analysis or evaluation of events in which the United States has promoted its national interest by taking certain foreign policy actions
- Includes few or no accurate or relevant facts, examples, or details; may contain inaccuracies
- May demonstrate a major weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed
- May lack an introduction and/or conclusion *or* these elements may not refer to the theme

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

During the history of the United States, foreign policy decisions have remained consistent with the interest of the nation at that moment. Actions which would seem to be contrary to the needs of our country have become necessary with the changing global situation. Sometimes it's desirable for the U.S. to avoid war & other times to engage in war. This statement is evident throughout history.

In 1793, the United States was a nation in recovery. Devastated by a grueling war for independence, the army and the national spirit were in no shape to fight a war in Europe. President George Washington understood this and took proper action by signing a proclamation of neutrality. Strategically, for national interest, this decision was a success. It gave a newly independent country the proper time to develop itself into a powerful nation. Though it strained foreign relations with France, due to our refusal to get involved in their revolution, as they had with ours, without this action it is impossible that the U.S. would be as well off today as it is! This action, reinforced by the Monroe Doctrine, became a precedent for future presidents to follow until NATO in 1949.

Another foreign policy which promoted our national interest was war with Mexico in 1846. With the Louisiana Purchase and various endeavors of western explorers, it had become clear that a goal of the U.S. was to expand its empire across the continent. For President James Polk, one major obstacle to this was Mexico. War with them,

a foreign policy, was necessary and proper to achieve the national goal of manifest destiny. In the end, the US did sacrifice lives, but it expanded its territory across the continent (the Mexican Cession), giving us essential resources and a strategic position, having two oceans to do business from. War with Mexico was an undeniable success. The war did create strain with Mexico, perhaps leading to the Zimmerman telegram incident during World War I.

It is clear that through history, the United States has sculpted its foreign policy to match the interests of its nation. Regardless of its effects globally, this policy has been advantageous to the US, to become the undeniable world power.

## Anchor Level 5-A

### The response:

- Shows a thorough understanding of two events that demonstrate how the United States has promoted its national interest by taking certain foreign policy actions
- Thoroughly addresses all aspects of the task evenly and in depth by identifying the Proclamation of Neutrality and the war with Mexico in 1846, discussing the historical circumstances that led the United States to take action (*Proclamation of Neutrality*: nation devastated by grueling war for independence; army and national spirit in no shape to fight a war in Europe; president signed the proclamation), and evaluating the success or failure of those foreign policy actions in promoting the national interest of the United States (*Proclamation of Neutrality*: successful for a newly independent country, giving the proper time to develop into a powerful nation; further reinforced with the Monroe Doctrine; became a precedent for future presidents to follow until NATO in 1949)
- Shows an ability to analyze and evaluate events in which the United States has promoted its national interest by taking certain foreign policy actions (*war with Mexico in 1846*: Louisiana Purchase and various western explorers made it clear that a goal of the United States was to expand; necessary to have war with Mexico to achieve the national goal of Manifest Destiny; although United States did sacrifice lives, it expanded territory across the continent, giving us essential resources and the strategic position of having two oceans to do business from; this war created strains with Mexico perhaps leading to the Zimmerman telegram incident during WWI)
- Richly supports the theme with relevant facts, examples, and details (*war with Mexico*: President James Polk; Mexican Cession; Manifest Destiny)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces and concludes by establishing a framework that is beyond a simple restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 5. Both events are thoroughly addressed with much detailed information and analysis. The connection to NATO is particularly strong.

Several times in history the United States has taken action that was supported by the population because the policies were viewed as advantageous to our national interests. Often these actions relate to foreign policy. Two such examples are the Neutrality Proclamation and the Marshall Plan. While the Neutrality Proclamation was aimed at isolation from European affairs, the Marshall Plan directly involved the United States in partnership with Western European countries.

The Neutrality Proclamation was stated by George Washington in 1793. Being that the country was in its infancy, Washington didn't want the country getting involved in issues that might be detrimental to growth. At the time, there were conflicts going on overseas, mainly between France and Britain. Since France had helped America during the Revolution, it was assumed that France would soon ask for help in return. Some believed that the alliance of 1778 obligated our new country to help France. Before this could happen, Washington proclaimed neutrality. This action was successful, since it remained in effect for many years. Future presidents would take Washington's words into account, following his precedent. Under President Madison, however, the new nation got drawn into the War of 1812. Neutrality and

isolation were echoed in the Monroe Doctrine. Neutrality and isolation also created a climate in which the United States underwent a tremendous domestic economic growth and development without being directly involved in European affairs.

The Marshall Plan was created in the Post-World War II era, named for Secretary of State George C. Marshall. It was a time when all of America was terrified of communist takeover. The time was known as the Second Red Scare. Since the people were so worried, Marshall proposed a plan that would give economic aid to help speed the recovery of Western European economies. Billions of dollars were invested in this effort. This would protect these countries from communist aggression, thereby helping the cause of the United States by preventing the spread of communism (containment). In addition, these countries provided a market for our exports. This plan also provided a favorable climate for American investors. This policy was successful in that none of the countries that were aided turned communist. Also the fact that such an action was taken, helped to quiet the fears of many Americans.

*Many foreign policy actions have been taken by the federal government. Some have been successful; others have not. However, most are consistent with popular belief, national interest.*

**Anchor Level 5-B**

**The response:**

- Shows a thorough understanding of two events that demonstrate how the United States has promoted its national interest by taking certain foreign policy actions
- Thoroughly addresses all aspects of the task evenly and in depth by identifying the Neutrality Proclamation and the Marshall Plan, discussing the historical circumstances that led the United States to take action (*Neutrality Proclamation*: country was in its infancy; Washington did not want the country getting involved in issues that might be detrimental to growth; wars between Britain and France; France helped America during the Revolution; alliance of 1778), and evaluating the success or failure of those foreign policy actions in promoting the national interest of the United States (*Neutrality Proclamation*: remained in effect for many years; future presidents followed Washington's precedent; under Madison we get drawn into the War of 1812; the neutrality and isolation was echoed in the Monroe Doctrine; neutrality and isolation created a climate in which the United States underwent a tremendous domestic economic growth and development without being directly involved in European affairs)
- Shows an ability to analyze and evaluate events in which the United States has promoted its national interest by taking certain foreign policy actions (*Marshall Plan*: Americans terrified of a communist takeover; Marshall proposed a plan that would give economic aid to Western Europe; this would protect these countries from communist aggression, thereby helping the cause of the United States, which was to prevent the spread of communism; plan created a favorable climate for American investors; none of the Western European countries became communist; the Marshall Plan helped to quiet the fears of many Americans of a communist takeover)
- Richly supports the theme with relevant facts, examples, and details (*Marshall Plan*: post–World War II era; named after Secretary of State George C. Marshall; Second Red Scare; billions of dollars in aid to Western Europe; market for American goods)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the theme and concludes with a summation of the theme

**Conclusion:** Overall, the response fits the criteria for Level 5. Both events are thoroughly addressed with much detailed information and analysis.

During the course of its history, the United States has taken certain foreign policy actions that were consistent with its national interest. Two ~~specific~~<sup>examples</sup> of these foreign policy actions are implementation of the Marshall Plan and the United States entry into the Korean War. Both of the foreign policy actions were made to halt the spread of Communism, which was/is a potential threat to the United States.

The Marshall Plan was put into effect after World War II. The purpose of the Marshall plan was to give economic aid to countries in Europe, ~~in the hopes~~<sup>to make</sup> repairs to countries ~~destroyed~~<sup>ravaged</sup> by the war. The U.S. government did this in fear of Communism. They thought if the old governments <sup>in Europe</sup> weren't able to fix their countries the people would grow restless, ~~and~~ maybe ~~that~~ fall victim to soviet propaganda, and seek a new Communist form of government. The Marshall Plan was a huge success. Countries like France, Belgium, the Netherlands, Denmark, etc., remained anti-communist.

The United States entered into the Korean War in 1950. North Koreans, ~~backed by~~ Communist forces, invaded South Korea trying to take over the country. ~~President Harry Truman~~ ~~to send troops~~ The U.N. sent troops to aid the South Koreans. Led by General Douglas MacArthur, the U.N. forces pushed back the communists all the way back to the two countries border, the 38<sup>th</sup> Parallel. All in all the Korean war was a stalemate.

~~Some~~ Taking and losing battleground was commonplace. An agreement was reached and there was a cease-fire. American troops are still stationed in Korea ~~in~~ watching the 38<sup>th</sup> in case of a second North Korean invasion. The U.S. entered the Korean for fear of the spread of Communism. ~~A way~~ ~~of thinking~~ of thinking, called the Domino theory, said that if one country fell to communism then ~~and~~ another country would, then another, hence a row of Dominoes. This was the thinking of the U.S. when they entered the war, we were trying to stop the dominoes from falling.

During the course of ~~the~~ ~~its~~ its history, the United States has taken certain foreign policy actions that were consistent with its national interest.

One major potential threat to American National interest was Communism. Entering the Korean war and the Marshall Plan are two examples of ~~the~~ U.S. foreign policy actions that were used to protect U.S. interests. Both were ~~some~~ a success in one way or another and protect ~~the~~ the United States national interest.

## Anchor Level 4-A

### **The response:**

- Shows a good understanding of two events that demonstrate how the United States has promoted its national interest by taking certain foreign policy actions
- Addresses all aspects of the task for the Marshall Plan and the Korean War, but does so somewhat unevenly by discussing the Korean War more thoroughly than the Marshall Plan
- Shows an ability to analyze and evaluate events in which the United States has promoted its national interest by taking certain foreign policy actions (*Marshall Plan*: purpose of plan was to repair the countries ravaged by World War II; United States government did this in fear of communism; if the old governments did not fix their countries in Europe, the people would grow restless and maybe fall victim to Soviet propaganda; Marshall Plan was a huge success)
- Includes relevant facts, examples, and details (*Korean War*: North Korean communists invaded South Korea; U.N. sent troops; General Douglas MacArthur; 38th parallel; war became a stalemate; American troops still stationed in Korea; domino theory)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the theme and concludes with a summation of the theme

**Conclusion:** Overall, the response fits the criteria for Level 4. Although the discussion of the Korean War is more thorough, the discussion of the Marshall Plan contains some strong analytical comments.

Throughout United States history, decisions concerning foreign policy have been made according to the opinions of the time period. In the 1700's and 1800's, it was in the nation's best interest not to become involved in foreign affairs. In the later 1900's, however, public opinion reflected the desire to influence other nations by exposing them to our way of thinking. These decisions to stay neutral or become involved in foreign affairs reflected the attitude of the times, and it was in the nation's best interest at the time for George Washington to make the proclamation of neutrality in 1793, as it was in 1964 for the US to become involved in Vietnam.

In the late 1700's and early 1800's, the US had only recently thrown off the role of being a British colony. The fear of becoming involved with other nations was very apparent. The new nation wished to concentrate its attention on building a strong nation. Public opinion was that to get involved with other nations was focusing attention on issues not important to the American people. George Washington set the Proclamation of Neutrality in 1793, but over the years it became apparent that the US could not remain neutral. Through various trade agreements and wars, global interdependence would not allow the United States to cling to

her neutral position

In 1964, quite another situation was presented, as American leaders were faced with the decision of whether or not to <sup>escalate</sup> ~~become~~ <sup>ment</sup> involved in the Vietnam War. Public opinion had changed radically, and many Americans saw the US as the protector of democracy. This role as the "defender of freedom" led to ~~the~~ the US involvement in Vietnam. The containment of communism was a foremost concern in the minds of many. However, through our professed motives may have been acceptable, the conflict in Vietnam was ultimately a failure for us. We were involved in a war in which we did not belong. We did not prevent South Vietnam from becoming communist. Many Americans began to question any US involvement overseas.

§ Opinions concerning foreign policy have changed over the years. Our one-time policy of neutrality and even isolation shifted radically to a policy of global involvement. Decisions concerning foreign policy reflect the public opinion, though that opinion is subject to change.

#### Anchor Level 4-B

**The response:**

- Shows a good understanding of two events that demonstrate how the United States has promoted its national interest by taking certain foreign policy actions
- Addresses both aspects of the task for the Neutrality Proclamation and the Vietnam War
- Shows an ability to analyze and evaluate events in which the United States has promoted its national interest by taking certain foreign policy actions (*Proclamation of Neutrality*: fear of becoming involved with other nations was apparent; public opinion was to not get involved with other nations; in later years, global interdependence would not allow the United States to cling to her neutral position)
- Includes relevant facts, examples, and details (*Vietnam War*: public opinion changed; United States perceived as “defender of freedom” by many Americans; containment of communism)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the theme and concludes with a summation of the theme

**Conclusion:** Overall, the response best fits the criteria for Level 4. Some analysis and detailed information are provided but not enough to make this a Level 5 response.

Ever since the United States has been a nation of its own, it has had to make decisions as to how it would conduct its relations with foreign countries. The complexity of foreign policy issues has increased since the colonial era, but the basic principles behind the actions of the U.S. remain the same: foreign policy is decided by what is in the national interest. George Washington first declared the foreign policy of the U.S. in his Neutrality Proclamation in 1793. Teddy Roosevelt was also very influential in foreign policy when he was attempting to build a canal in Panama. During the course of its history, the United States has taken certain foreign policy actions that were consistent with its national interest.

After the passage of the U.S. Constitution, our first president, George Washington believed it was our best interest to keep out of foreign affairs. He thought that since the U.S. was a new nation, we needed to establish stability, which certainly would not have been accomplished by entering another war. Therefore he issued the Proclamation of Neutrality. This meant we would not come to the aid of France during the French Revolution. George Washington expressed his wishes for future U.S. foreign policy during his farewell address in 1793. He urged future presidents to stay away from "entangling alliances" with foreign countries and to maintain a policy of neutrality in the future.

In 1901, President Roosevelt wanted rights to build the Panama Canal, so he shaped our foreign policy so that he would be able to realize this goal.

There was a dispute as to where the canal should be built, but Roosevelt thought that Panama would serve as the best location. When Panama went to war against Colombia, President Roosevelt sent troops to aid the Panamanians. Because the U.S. sent help to Panama, they won the war. This established them as independent and they quickly granted the U.S. rights to build the canal. So this action was successful because the U.S. gained the right to build the canal. In later years, our control of the canal would lead to tensions with Panama and other Latin American nations.

Foreign policy has always been a national issue and decisions regarding it are often made in the United States best national interest. George Washington urged future presidents to adopt a policy of neutrality in 1793. President Teddy Roosevelt sent troops to Panama in 1901 in order to secure rights to build the Panama Canal. During the course of its history, the United States has taken certain foreign policy actions that were consistent with its national interest.

## Anchor Level 4-C

### **The response:**

- Shows a good understanding of two events that demonstrate how the United States has promoted its national interest by taking certain foreign policy actions
- Addresses all aspects of the task for the Neutrality Proclamation and building the Panama Canal, but does so somewhat unevenly, discussing the first aspect of the task for both events more thoroughly than the second aspect
- Shows an ability to analyze and evaluate events in which the United States has promoted its national interest by taking certain foreign policy actions (*Neutrality Proclamation*: George Washington felt that as a new nation we needed to establish stability, which certainly could not be accomplished by entering another war)
- Includes relevant facts, examples, and details (*Panama Canal*: dispute as to where the canal should be built; Panama was seen by Theodore Roosevelt as the best location; war between Panama and Colombia; United States control of canal leads to later tensions with Panama and other Latin American nations)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces and concludes the theme by establishing a framework that is beyond a simple restatement of the theme

**Conclusion:** Overall, the response best fits the criteria for Level 4. Discussion and analysis of the historical circumstances of both events is more complete than the evaluation of the success of foreign policy actions taken in the national interest.

During the course of its history, the United States has taken certain foreign policy actions that were consistent with its national interest. The presidents at the time had to take the actions based on their knowledge of what was happening and at the same time, keep up with the best interests of the U.S. One example of this was U.S. entry into World War I in 1917. Another example is the implementation of the Marshall Plan in 1947. Both of the Presidents at this time did what was necessary for the nation to stay on top.

President Woodrow Wilson got the U.S. involved in W.W.I. in order to maintain the United States respect. The U.S. was claiming neutrality in WWI until the German U-boat sank the Lusitania that had Americans on board. The U.S. was sufficiently prepared, so they entered the war. The U.S. was successful by entering into the war because the U.S. was able to use its military power to overcome the enemy and help push down the Triple Entente.

Wilson knew that the only way to harbor another World War was negotiations with all the countries to come up with fair reparations and such. Wilson tried to pass his plan of 14 points, but only a few survived. This great involvement of the U.S. showed its power and gained the U.S. a lot of respect.

President Truman passed the policy of the Marshall Plan in order to contain communism by aiding countries economically. The U.S. wanted to show its power it had by being the country to prevent the domino effect of communism. At this time WWII was over with and communism was running rampant because the countries that fought in the war had declined economically. Truman implemented the Marshall Plan to provide economic aid to western European countries to rebuild from the war's destruction.

The U.S. has shown its authority and power throughout history by taking risky foreign policies into effect.

Anchor Level 3-A

**The response:**

- Shows a satisfactory understanding of events that demonstrate how the United States has promoted its national interest by taking certain foreign policy actions
- Addresses most aspects of the task, discussing both aspects of the task for the United States entry into World War I and the first aspect of the task for the Marshall Plan
- Shows an ability to analyze or evaluate events in which the United States has promoted its national interest by taking certain foreign policy actions, but not in any depth (*Marshall Plan*: United States wanted to show its power by being the country to prevent the domino effect of communism)
- Includes some facts, examples, and details (*United States entry into World War I*: President Woodrow Wilson; United States claimed neutrality; Fourteen Points); contains some minor inaccuracies (the sinking of the Lusitania occurred 3 years before the United States entry into World War I and was not an immediate cause; refers to defeat of the Triple Entente instead of the Triple Alliance)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by going beyond a simple restatement and concludes with a vague reference to the theme

**Conclusion:** Overall, the response best fits the criteria for Level 3. The response provides an adequate discussion of both aspects of the task for United States entry into World War I, but fails to evaluate the success or failure of the Marshall Plan.

Different periods of history contain different sentiments about foreign policy. Usually, the will of the public influenced the decision of our government. Two examples of this are President George Washington's Proclamation of Neutrality in 1793 and our entry into the Korean War.

The Revolutionary War was long and grueling. However, Americans fought to the end dedicated to the cause of liberty. We wanted to finally be free of England's oppression. After the war, the last thing Americans wanted was another "entangling alliance" with a foreign country. Also, we were small, new, and exhausted from our last battle. Washington's Proclamation of Neutrality came as a welcome reprieve. The Proclamation kept us from being involved in the French Revolution and allowed us to develop as a nation.

On the other hand, we were spoiling for a fight in 1950. As the Cold War continued, our fear of and hatred for Communism grew. The United States pursued a policy of containment in the attempt to thwart the spread of Communism. Under the command of President Truman, General D. MacArthur led American troops to

protect democracy and attack Communism in North and South Korea. In fact, he was so zealous that Truman had to fire him to avoid a confrontation with China.

Depending on global as well as domestic circumstances, Americans have often changed their views about foreign policy. Although our government may seem to have contradictory or hypocritical policies at times, it is just reflecting the changing opinions of the people.

Anchor Level 3-B

**The response:**

- Shows a satisfactory understanding of events that demonstrate how the United States has promoted its national interest by taking certain foreign policy actions
- Addresses most aspects of the task, discussing both aspects of the task for the Proclamation of Neutrality, but only the historical circumstances for the United States entry into the Korean War
- Shows an ability to analyze or evaluate events that demonstrate how the United States has promoted its national interest by taking certain foreign policy actions, but not in any depth (*Korean War*: as the Cold War continued, our fear of and hatred for communism grew; Truman had to fire General MacArthur to avoid a confrontation with China)
- Includes some facts, examples, and details (*Proclamation of Neutrality*: followed the Revolutionary War; entangling alliances; a small, new, and exhausted country)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces and concludes the theme by going beyond a simple restatement of the theme

**Conclusion:** Overall, the response best fits the criteria for Level 3. Most aspects of the task are addressed with some detail and analysis.

Throughout history, the United States has taken certain foreign policy actions which were consistent with its national interest. Many of these decisions were made to protect American society. Two events in the United States history which demonstrate how the United States has promoted its national interest is the entry into WWI, and entry into the Korean war.

The entry into these wars came with circumstances. United States reasons for entering WWI was because German submarines were sinking ships with Americans on them. Reason for entering the Korean war was due to US involvement with S. Korea. N. Korea which was communist attacked S. Korea and the US got involved to stop the spread of communism.

The US involvement in WWI was both a success and a failure. It was a success because the US helped France and was successful in pushing Germany eastward. It may be considered a failure because many American soldiers were

Killed and the U.S. still had to fight WWII. The Korean war was a success because the U.S. was successful in ridding south Korean communist N. Korean. It was also successful because the U.S. pushed the N. Korean army back past the 38<sup>th</sup> parallel line.

The United States has throughout history taken foreign policy actions which go along with U.S. national interest. The U.S. involvement in foreign actions has throughout history been proved to be successful. Throughout the discussions of these two events the success of the U.S. is proved.

Anchor Level 3-C

**The response:**

- Shows a satisfactory understanding of events that demonstrate how the United States has promoted its national interest by taking certain foreign policy actions
- Briefly addresses both aspects of the task for the United States participation in World War I and in the Korean War
- Shows an ability to analyze or evaluate events in which the United States has promoted its national interest by taking certain foreign policy actions, but with little depth (United States got involved in Korea to stop the spread of communism; the United States entry into World War I had both success and failure: the United States still had to fight World War II)
- Includes some facts, examples, and details (*Korean War*: North Korea was communist and attacked South Korea; 38th parallel)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces and concludes the theme by going beyond a simple restatement of the theme

**Conclusion:** Overall, the response best fits the criteria for Level 3. Both aspects of the task for two events are discussed in a limited way. Some detailed information and analysis is provided.

Foreign Policy is a policy which deals with another nation other than your home one. During the course of its history, the U.S. has taken certain foreign policy actions that were consistent with its national interest.

In 1901, U.S. gained rights to build the Panama Canal. This policy affected most of the world's travel routes. Now ships could save a lot of time by going through the canal rather than go around the entire continent. The U.S. would run this project until the year 2000 when Panama would gain control.

In 1964 the escalation of Vietnam War affected the U.S., since we would back any country being threatened by communism. It wasn't until the late 1960's when people began protesting against the dragged out war. This war turned out to be a failure since after we pulled out in our Vietnamization Plan, then a few years later North Vietnam took over Southern Vietnam. During the course of its

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

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history, The U.S. has taken certain  
foreign policy actions that were consistent  
with its national interest.

**Anchor Level 2-A**

**The response:**

- Shows a limited understanding of events that demonstrate how the United States has promoted its national interest by taking certain foreign policy actions
- Addresses the task with a limited evaluation of the building of the Panama Canal and the escalation of the Vietnam War, but provides no discussion of the historical circumstances that led to these events
- Develops a weak analysis and evaluation of events (*Panama Canal*: affected world's travel routes, but gives no explanation of this statement; saves time from having to go around the continent, but fails to identify which continent)
- Includes only a few facts, examples, and details (*Panama Canal*: Canal goes to Panama in 2000)
- Demonstrates a general plan of organization
- Introduces the topic by repeating the theme and concludes by going beyond repeating the theme

**Conclusion:** Overall, the response best fits the criteria for a Level 2. Only one aspect of the task for each event is discussed. Content weaknesses make this a level 2 response.

Two events where the US. had to take foreign policy actions to protect their national interest was their aquisition of the Panama Canal and their entry into WWI.

The Panama Canal was a significant trading route for the US. If it was not US owned then US trading ships would have to go all the way around Africa to get to China. This would increase the cost of the products. The US would then also have to create a whole new navy just for the west coast. If attacked on the west ships would have to travel around Africa from the East Coast to defend the west coast. The Panama canal helped the federal budget.

The US's entry into WWI had to be done to protect the US's national interest. With the assassination of Arch Duke Ferdinand the war started. The US remained neutral at first. Then the US naval ship the Lusitania was attacked and sunk. Also the controversial Zimmerman Note was supposedly found. This angered US, who eventually won the citizens consent on going to war.

Both of these actions were highly successful for the interest of the US.

## Anchor Level 2-B

### **The response:**

- Shows a limited understanding of events that demonstrate how the United States has promoted its national interest by taking certain foreign policy actions
- Addresses the task by providing some discussion of the historical circumstances of the acquisition of the Panama Canal and of United States entry into World War I
- Develops a faulty analysis or evaluation of events (*Panama Canal*: implies that the United States would not have to develop a separate fleet for the west coast with the use of the canal)
- Includes few facts, examples, and details (*Panama Canal*: helped with trade route to China; the canal helped the federal budget); includes some inaccuracies (*United States entry into World War I*: identifies the Lusitania as a United States naval ship; claims the United States citizenry consented to going to war)
- Demonstrates a general plan of organization
- Introduces the topic by repeating the theme and concludes by making a simple evaluative statement about the success of these two actions

**Conclusion:** Overall, the response best fits the criteria for a Level 2. The response contains limited detailed information and faulty analysis.

Through its history, the U.S. has been involved in many foreign ~~the~~ policies. Most of the affairs ~~of~~ that the U.S. was involved in ~~are~~ were mainly for its interest. The Persian Gulf War, during Bush's presidency, and the acquiring of the Panama Canal, during Roosevelt's presidency. These two presidents have made their involvement mainly for economic interests.

During the first few years during George Bush's term, Saddam Hussein, invaded Kuwait. Hussein, wanted Kuwait for its oil, which is 10% of the world's oil supply. The U.S. stepped up & ~~the~~ encouraged the U.N. to put a halt ~~to~~ to the invasion. The U.S. fearing that this would affect their economy, therefore the U.S. became very involved & put a halt to Iraq's invasion. This protected ~~the~~ <sup>the</sup> economy of the U.S. by making Kuwait's oil safe for use by the rest of the world.

#### Anchor Level 2-C

##### The response:

- Shows a limited understanding of events that demonstrate how the United States has promoted its national interest by taking certain foreign policy actions
- Addresses the task with a limited discussion of both aspects of the task for the Persian Gulf War
- Contains a weak evaluation of this event (fear that Iraqi control of Kuwaiti oil would affect our economy without explaining how or why)
- Includes few facts, examples, and details (Saddam Hussein invaded Kuwait for its oil; Kuwait controlled 10% of the world's known oil reserves; the United States encouraged the United Nations to take action)
- Demonstrates a weakness in organization
- Introduces the theme by identifying two events and mentioning the reason for United States involvement but lacks a conclusion

**Conclusion:** Overall, the response best fits the criteria for a Level 2. The response contains limited discussion of both aspects of the task for only one event.

The United States has promoted its national interest by taking certain foreign policy actions. The United States acquired the rights to build the Panama Canal. They also entered the Korean War.

The United States obtained the rights to build the Panama Canal. This shortened the voyage of merchant ships. They would have to travel all the way around the tip of South America. It was a dangerous ~~the~~ trip. They could now reach the western countries along with the western states to trade. ~~then the Panama Canal~~ It was a great success in promoting the national interest of the United States.

The United States entered the Korean War in an effort to control the spread of Communism.

Anchor Level 1-A

**The response:**

- Shows little understanding of events that demonstrate how the United States has promoted its national interest by taking certain foreign policy actions
- Addresses the task with a limited discussion of the historical circumstances on acquiring the rights to build the Panama Canal and contains only one statement regarding United States entry into the Korean War
- Makes an evaluative statement regarding the Panama Canal without discussion or explanation; fails to evaluate the success of the United States entry into the Korean War
- Includes few accurate or relevant facts, examples, or details (*Panama Canal*: shortened the voyage of merchant ships not having to go around the tip of South America which was also a dangerous trip)
- Demonstrates a plan of organization
- Lacks a conclusion

**Conclusion:** Overall, the response best fits the criteria for Level 1. The response provides some discussion of one event and begins to discuss a second event.

One event in United States history that promoted its national interest by take certain foreign policy actions was President George Washington's Proclamation of Neutrality. In his farewell address he tall ed the country to stay out of foreign affairs.

another event was Congress declaration of war against Mexico. This event ~~was~~ goes agains Washington farewell address of neutrality, where the Texas border was tel to this war.

**Anchor Level 1-B**

**The response:**

- Shows little understanding of events that demonstrate how the United States has promoted its national interest by taking certain foreign policy actions
- Minimally addresses the historical circumstances of the Proclamation of Neutrality and the congressional declaration of war against Mexico
- Lacks an evaluation of either action
- Includes few accurate or relevant facts, examples, or details (*Proclamation of Neutrality*; Farewell Address; the country is to stay out of foreign affairs)
- Contains a basic plan of organization
- Lacks both an introduction and a conclusion

**Conclusion:** Overall, the response best fits the criteria for Level 1. Some effort is made to address the task.

During the course of its history, the United States has taken certain foreign policy actions that were consistent with its national interests. The U.S. has tried to attain its foreign policy beliefs with many actions such as George Washington's Farewell Address of 1793 / the Proclamation of Neutrality, and the Truman Doctrine.

The Proclamation of Neutrality which was made by George Washington stated that the U.S. was going to stay clear of any permanent alliances and to only trade with European Nations. This was also stated and explained in his Farewell Address. The U.S. followed Washington's idea.

The Truman Doctrine aided Turkey and Greece with twelve million dollars to protect them from other satellite nations threatening to influence communism. The U.S. kept communism contained with the policy of containment.

As you can see the U.S. has had many foreign policy's over the years and stuck with them. Both ~~policy's~~ the Neutrality and Containment policies were ~~are~~ somewhat successful, for if they weren't, wars could happen.

In the course of American history, the U.S. has taken certain actions regarding foreign policy. These actions were consistent ~~the~~ with U.S. national interests.

During the time when World War I was occurring the U.S. felt the need to be neutral. They limited their involvement to supplying the Allied countries with supplies. Germany and the other belligerent nations fighting beside it were openly hostile to the U.S. They sank passenger ships carrying U.S. citizens and merchant ships carrying supplies and the injured. They also attempted to persuade Mexico to attack the U.S. For these reason the U.S. took the Allies side and entered the war. The national interest of the U.S. at that time was to protect its trading rights, which had been violated. The U.S. was successful in this venture. They helped win the war and re-established trade with the Allies.

After World War I, one of the main obstacles was the economic ruin of the U.S.'s Allied trading partners. Taking the initiative the U.S. implemented the Marshall Plan in order to stabilize

their economies. The Marshall Plan gave economic aid to the European countries in the form of loans. These loans helped them rebuild peacetime industry and resume trade. This was moderately successful, in which the European economies were stabilized and the U.S. could trade freely with them again.

These are two instances in which the U.S. took action in order to protect its national interests.

United States foreign policies have changed throughout time. From president Washington's policy of neutrality to the full scaled involvements in containment efforts, the United States has adopted various foreign policies to fit its needs. Above all, these policies have coincided with national interests of the time; Each policy aimed to fulfill the nation's needs and ensure that the United States would continue to prosper and grow.

Among the first of our foreign policies was adopted by President George Washington. The main goal of Washington's Neutrality Proclamation was to protect the militarily and economically weak nation from being annihilated as a result of being drawn into a European war. Even though we had an alliance with France, Washington felt it would be foolish to aid France in the French Revolution. It was the best interest of the United States to focus on its own development rather than squander money on European Affairs. President Washington believed that the money and effort involved in war would be put to better use in building the new nation. So Washington issued his Proclamation of Neutrality and the United States was not involved in the wars coming out of the French Revolution. The United States concentrated on its own development as a young nation.

The use of communism after World War II sparked another stage in United States foreign policy. As a result of the Soviet Union's establishment of communist satellites in Eastern Europe, the United States was forced to respond with a foreign policy targeted at curbing the spread of communistic influence. This policy, in which the United States hoped to put a lid on Soviet expansion, became known as containment. Throughout the 50's, 60's and 70's the United States became involved in many global circumstances as a result of this policy. Immediately after the war ended, signs of an anti-communist foreign policy became evident as a result of the Berlin airlift where the Soviets blockaded supply routes to ally troops in East Berlin. Other international actions aimed at containment included the Marshall Plan, where financial aid was given to European countries to help recover from the war, and the Truman Doctrine which aimed at helping Turkey and Greece avoid communism. McCarthyism at home and the Korean and Vietnam War abroad also reflect the United States' dedication to containment.

As a result of containment policies and anti-Soviet sentiments at home, the U.S. and the Soviet Union plunged headfirst into three decades of cold war. The cold war was

characterized by the space race, nuclear proliferation, and a constant fear of nuclear warfare between the two nations. During those three decades, the United States was at the corner, waiting to curb every effort to Soviet Expansion. It was the best interest of the nation to do so because communism was a direct threat to our institution of democracy. An expansion in communism would mean a greater threat to our rights as a democratic nation.

United States foreign policies throughout history have always placed national interest as a top priority. All of the policies were targeted at doing what was best for the nation at the time and what would be best for preserving the nation for the future. Foreign policy expressed the people's will and calmed the people's fear. They were meant to make the nation a safe place for democracy to thrive and prosper.

Throughout History the United States has had to change its foreign policies.

At times this was no big deal, but at times of a national crisis it was done to protect American interest. The Cold war and World War II both demanded change in the United States' foreign policy.

The Cold war brought the U.S. from not being involved in European affairs to sending millions of dollars in aid to countries. Through plans such as the Marshall Plan and the Truman Doctrine money and protection from Communism was sent to Europe. This was done to contain communist ideas in Eastern Europe and Russia. The Truman Doctrine sent aid to Greece and Turkey to resist Communist pressure, while the Marshall plan sent money to help Europe get out of economic problems.

World War II brought the U.S. out of its neutrality policies after Pearl Harbor was bombed. The United States then had to enter the war to protect its interest in case Germany or Japan got too powerful.

These problems got the U.S. to change their economic policies.

The Monroe Doctrine is one foreign policy taken to limit the colonization of South American countries. This was passed because Europeans were colonizing Latin American countries and causing problems. The Truman Doctrine was an other foreign policy passed to help nations against communism. This came to be, because we were trying to contain communism. The Monroe Doctrine worked and the Truman did not it lead to two major wars.

## Practice Paper A—Score Level 2

### The response:

- Shows a limited understanding of events that demonstrate how the United States has promoted its national interest by taking certain foreign policy actions
- Addresses the task with a limited discussion of the historical circumstances for the Proclamation of Neutrality and for the Truman Doctrine
- Develops a weak evaluation of the Proclamation of Neutrality, stating that the United States followed Washington's idea without explaining why or how, and of the Truman Doctrine stating that the United States kept communism contained with the policy of containment
- Includes few facts, examples, and details (*Proclamation of Neutrality*: steer clear of any permanent alliances and only trade with European nations; Farewell Address); includes some inaccuracies (Truman Doctrine aid totaled far more than \$12 million)
- Demonstrates a general plan of organization
- Introduces the topic by repeating the theme and concludes by making an evaluative statement not developed in the response

**Conclusion:** Overall, the essay best fits the criteria for a Level 2. The evaluative aspect of the task is particularly weak.

## Practice Paper B—Score Level 3

### The response:

- Shows a satisfactory understanding of events that demonstrate how the United States has promoted its national interest by taking certain foreign policy actions
- Addresses all aspects of the task in a limited way for the United States entry into World War I and for the Marshall Plan
- Shows an ability to analyze or evaluate events that demonstrate how the United States has promoted its national interest by taking certain foreign policy actions, but not in any depth (*United States entry into World War I*: open hostility, sinking of ships, and attempted involvement of Mexico were reasons that the United States took the side of the Allies and entered the war)
- Includes some facts, examples, and details (*Marshall Plan*: plan gave economic aid to European countries; plan would rebuild industry so as to resume trade); contains some inaccuracies (*Marshall Plan*: refers to World War I instead of World War II; Marshall Plan aid was not only in the form of loans)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces and concludes by repeating the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. For both events, both aspects of the task are addressed in a limited way with some detailed information and analysis.

## Practice Paper C—Score Level 4

### The response:

- Shows a good understanding of two events that demonstrate how the United States has promoted its national interest by taking certain foreign policy actions
- Addresses all aspects of the task, but does so somewhat unevenly, discussing the Proclamation of Neutrality in less detail than the containment of communism
- Shows an ability to analyze and evaluate events in which the United States has promoted its national interest by taking certain foreign policy actions (*containment of communism*: United States was forced to respond to the Soviet Union's establishment of communist satellites in Eastern Europe; United States became involved in many global circumstances as a result of this policy; McCarthyism at home also reflected the dedication of the United States to containment; the containment policy led to three decades of cold war; communism was a direct threat to our institution of democracy)
- Includes relevant facts, examples, and details (*Proclamation of Neutrality*: goal was to protect the militarily and economically weak nation; alliance with France; European wars were associated with the French Revolution)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the theme and concludes with a summation of the theme

**Conclusion:** Overall, the response best fits the criteria for Level 4. Although the discussion of containment of communism is not focused on one specific event or foreign policy action, this response contains much analysis and detailed information and demonstrates a good understanding of how foreign policy actions have promoted the national interest.

## Practice Paper D—Score Level 2

### The response:

- Shows a limited understanding of events that demonstrate how the United States has promoted its national interest by taking certain foreign policy actions
- Addresses the task by briefly discussing the historical circumstances of the implementation of the policy of containment and of United States entry into World War II
- Provides no clear evaluation of the success or failure of either action
- Includes few facts, examples, and details (*United States entry into World War II*: Pearl Harbor bombing; Germany; Japan)
- Demonstrates a general plan of organization
- Introduces and concludes by pointing out that the United States has changed its foreign policy to protect American interest during a national crisis

**Conclusion:** Overall, the response best fits the criteria for a Level 2. Although the response shows an understanding of the theme, the discussion of both events is extremely limited.

## Practice Paper E—Score Level 1

### **The response:**

- Shows little understanding of events that demonstrate how the United States has promoted its national interest by taking certain foreign policy actions
- Minimally addresses the task, mentioning the Monroe Doctrine and the Truman Doctrine
- Contains a very weak evaluation of events, merely stating that the Monroe Doctrine worked and the Truman Doctrine did not and implying that the Truman Doctrine led to two major wars without pointing out what wars or how
- Includes few accurate or relevant facts, examples, or details (*Monroe Doctrine*: European countries were colonizing Latin American countries)
- Does not clearly identify which aspect of the task is being addressed
- Lacks both an introduction and a conclusion

**Conclusion:** Overall, the response best fits the criteria for Level 1. The response contains a very limited discussion of the two events.

**United States History and Government**  
**Part A Specific Rubric**  
**Document-Based Question—August 2003**

**Document 1**

Adoption of Voting Restrictions in Southern States 1889–1908					
Year	Poll Tax	Literacy Test	Property Test	Grandfather Clause	Other*
1889	FL				TN, FL
1890	MS, TN	MS			MS
1891					AR
1892	AR				
1893					AL
1894					SC, VA
1895	SC	SC			SC
1896					
1897					LA
1898	LA	LA	LA	LA	
1899					NC
1900	NC	NC	NC	NC	
1901	AL	AL	AL	AL	
1902	VA, TX	VA	VA		VA
1903					
1904					
1905					
1906					
1907					
1908		GA	GA	GA	GA

**KEY**

Alabama	AL
Arkansas	AR
Florida	FL
Georgia	GA
Louisiana	LA
Mississippi	MS
North Carolina	NC
South Carolina	SC
Tennessee	TN
Texas	TX
Virginia	VA

\*Registration, multiple-box, secret ballot, understanding clause.

Source: *The American Record: Images of the Nation's Past, Volume Two*,  
edited by William Graebner and Leonard Richards (adapted)

**1 Based on this chart, state *two* methods used by southern states to deny the vote to African Americans.**

**Score of 2 or 1:**

- Award 1 credit (up to a maximum of 2 credits) for each method used by southern states to deny the vote to African Americans

*Examples:* poll tax; literacy test; property test; grandfather clause; secret ballot; understanding clause; multiple-box; registration restrictions

**Score of 0:**

- Incorrect response  
*Example:* voting restrictions
- Vague response that does not answer the question  
*Examples:* test; clauses; lots of things
- No response

## Document 2

. . . The great doctrine of the American Republic that “all governments derive their just powers from the consent of the governed” justifies the plea of one-half of the people, the women, to exercise the suffrage. The doctrine of the American Revolutionary War that taxation without representation is unendurable justifies women in exercising the suffrage.

— Oklahoma Senator Robert L. Owen, 1910

### 2 What problem is described in this quotation?

#### Score of 1:

- States the problem described in the quotation  
*Examples:* lack of suffrage for women violates Declaration of Independence (great doctrine of the American Republic); women not having the right to vote was unendurable; principle of taxation without representation fought for in the American Revolution is denied to women; half the people are unable to exercise suffrage; women did not have suffrage; women cannot vote

#### Score of 0:

- Incorrect response  
*Examples:* American Revolutionary War; consent of the governed; Constitution guarantees consent of governed
- Vague response that does not answer the question  
*Examples:* taxation without representation; Constitution; suffrage; no vote
- No response

### Document 3

**WHO SHARES THE COST OF WAR?**

<b>Who</b> face death in order to give life to men?	<b>WOMEN.</b>
<b>Who</b> love and work to rear the sons who then are killed in battle?	<b>WOMEN.</b>
<b>Who</b> plant fields and harvest crops when all the able-bodied men are called to war?	<b>WOMEN.</b>
<b>Who</b> keep shops and schools and work in factories while men are in the trenches?	<b>WOMEN.</b>
<b>Who</b> nurse the wounded, feed the sick, support the helpless, brave all danger?	<b>WOMEN.</b>
<b>Who</b> see their homes destroyed by shell and fire, their little ones made destitute, their daughters outraged?	<b>WOMEN.</b>
<b>Who</b> are sent adrift, alone, no food, no hope, no shelter for the unborn child?	<b>WOMEN.</b>
<b>Who</b> must suffer agony for every soldier killed?	<b>WOMEN.</b>
<b>Who</b> are called upon to make sacrifices to pay the terrible tax of war?	<b>WOMEN.</b>

**Who dares say that war is not their business? In the name of Justice and Civilization give women a voice in Government and in the councils that make or prevent war.**

**VOTE for the WOMAN SUFFRAGE AMENDMENT IN NOVEMBER**

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**PENNSYLVANIA WOMAN SUFFRAGE ASSOCIATION**  
Headquarters: 201-5 Arcade Building, Harrisburg

M. W. B. Publishing Co., Inc.

Source: Library of Congress, Rare Book and Special Collections Division (adapted)

### 3 According to this poster, what were *two* reasons that people should vote in favor of the 19th Amendment supporting women's suffrage?

#### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each reason stated in the poster for people voting in favor of the 19th Amendment  
*Examples:* women work in factories while the men are at war; women harvest crops when men are called to war; women face death in order to give life to men; women share the cost of war; women should be represented in government to have a voice in making or preventing war.

#### Score of 0:

- Incorrect response  
*Examples:* women should not be allowed to vote; women do not share the cost of war; Pennsylvania gave women the right to vote; vote for women's suffrage in November
- Vague response that does not answer the question  
*Examples:* women suffer; justice and civilization
- No response

## Document 4

The major sections [titles] of the Civil Rights Act of 1964 included these provisions:

- (1) Title I banned the use of different voter registration standards for blacks and whites.
- (2) Title II prohibited discrimination in public accommodations, such as motels, restaurants, gas stations, theaters, and sports arenas.
- (3) Title VI allowed the withholding of federal funds from public or private programs that practice discrimination.
- (4) Title VII banned discrimination on the basis of race, sex, religion, or national origin by employers and unions.
- (5) Title VII also created the Equal Employment Opportunity Commission (EEOC) to investigate charges of job discrimination.

### 4 Based on this document, state *two* provisions of the Civil Rights Act of 1964 that attempted to end discrimination for African Americans and women.

#### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each provision from the Civil Rights Act of 1964 that attempted to end discrimination for African Americans and women  
*Examples:* no discrimination in public accommodations; no federal funds for programs that discriminate; establishment of Equal Employment Opportunity Commission; registration standards should be the same for blacks and whites; discrimination by employers and unions banned on the basis of race, sex, religion, or national origin; job discrimination is illegal

#### Score of 0:

- Incorrect response  
*Examples:* placed limits on the right to vote for African Americans; it helped discrimination
- Vague response that does not answer the question  
*Examples:* different standards; national origin; religion; job discrimination; voter registration; gave African Americans the right to vote
- No response

## Document 5

. . . I ask the Congress under the power clearly granted by the 15th amendment to enact legislation [Voting Rights Bill] which would:

1. Strike down restrictions to voting in all elections—Federal, State, and local—which have been used to deny Negroes the right to vote.
2. Establish in all States and counties where the right to vote has been denied on account of race a simple standard of voter registration which will make it impossible to thwart the 15th amendment.
3. Prohibit the use of new tests and devices wherever they may be used for discriminatory purposes.
4. Provide adequate power to insure, if necessary, that Federal officials can perform functions essential to the right to vote whenever State officials deny that right. . . .

— President Lyndon B. Johnson, Message to the House of Representatives, March 15, 1965  
Source: *Congressional Record*

### 5 According to this passage, what was the main purpose of the Voting Rights Bill?

#### Score of 1:

- Identifies a purpose of the Voting Rights Bill, according to President Lyndon Johnson’s remarks  
*Examples:* strike down voting restrictions; guarantee 15th Amendment rights; guarantee Negroes (African Americans) the right to vote; set a simple standard for voter registration

#### Score of 0:

- Incorrect response  
*Examples:* establish states and counties; perform functions; 15th Amendment
- Vague response that does not answer the question  
*Examples:* Congress should enact this legislation; address the Congress; to use the 15th Amendment
- No response

## Document 6

. . . Until the Equal Pay Act of 1963, only the state of Wyoming had passed an equal pay law for employees of the state government. The federal act provided equal pay for men and women in jobs requiring equal skill, responsibility, and effort. Although to help insure passage it excluded business and professional women, as well as almost two-thirds of working women, especially low-paid women in agriculture and domestic service from its provisions, the Equal Pay Act represented the first significant step toward ending wage discrimination for women workers. In 1963 full-time, year-round female workers were earning on average 63 percent less than male workers. By 1971 the disparity had dropped to 57 percent; and by the twenty-fifth anniversary of the act in 1998, the gap had closed to under 25 percent. Because there is an imprecision in determining what constitutes equal skill, responsibility, and effort, enforcement of the Equal Pay Act has proven difficult, and the disparity of wages between men and women has not yet been corrected. However, feminists and equal rights advocates have achieved success in court cases that consider comparable worth in job descriptions and wages, and women have won numerous lawsuits in the 1980s and 1990s, particularly in city and state jobs in which qualifications and requirements are more precisely quantified. The Equal Pay Act of 1963 has, despite slow gains, helped change attitudes and employment practices that in some cases have ended and in others mitigated [relieved] wage discrimination. . . .

Source: Deborah G. Felder, *A Century of Women: The Most Influential Events In Twentieth-Century Women's History*, Birch Lane Press

### 6 According to this author, how did the Equal Pay Act affect women workers?

#### Score of 1:

- States how the Equal Pay Act affected women workers, according to the author  
*Examples:* a step toward ending wage discrimination; the disparity between male and female wages dropped; changed attitude and employment practices; in some cases, it ended or relieved wage discrimination

#### Score of 0:

- Incorrect response  
*Examples:* first significant step in giving women rights; difference in wages between men and women ended
- Vague response that does not answer the question  
*Examples:* it was a step; disparity
- No response

**United States History and Government**  
**Content-Specific Rubric**  
**Document-Based Question—August 2003**

**Historical Context:** Since 1900, African Americans and women have had difficulty achieving their civil rights. The government, groups, and individuals have taken actions to help African Americans and women achieve their civil rights.

**Task:**

- Discuss problems experienced by African Americans and problems experienced by women in achieving their civil rights since 1900
- For *each* problem, describe *one* action taken by the government, a group, or an individual in an attempt to help African Americans and women achieve their civil rights

**Scoring Notes:**

1. The focus of the question is on the 20th century, but actions taken to help African Americans and women achieve civil rights do *not* have to be from the 20th century as long as they are related to the problem.
2. The description of the action must be related to the specific problem that is discussed.
3. The same problem and the same action can be discussed for both African Americans and women.
4. The specific branch of government, court case, organization, or group that took the action does not need to be identified in the discussion of the actions taken to end discrimination.

This document-based question has a minimum of *eight* components of the task (2 problems and 2 actions for African Americans and 2 problems and 2 actions for women).

**Score of 5:**

- Thoroughly addresses all aspects of the task by discussing *at least two* problems experienced by African Americans and *at least two* problems experienced by women in achieving civil rights during the 20th century and by describing *at least two* actions taken by the government, a group, or an individual to address those problems
- Incorporates accurate information from at least *four* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to problems experienced by African Americans and women during the 20th century in achieving civil rights and actions taken to help these groups achieve civil rights (see Key Ideas Chart)
- Richly supports the theme with many relevant facts, examples, and details; is more analytical than descriptive, e.g., relating Truman's executive order to the discrimination faced by African Americans in the military *or* linking wage discrimination faced by women to the "glass ceiling"
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme of civil rights 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 all aspects of the task, but may do so unevenly by discussing all aspects of the task for one group more thoroughly than for the other group *or* discussing one aspect of the task for both groups more thoroughly than the other aspect of the task
- Incorporates accurate information from at least **four** documents
- Incorporates relevant outside information related to problems experienced by African Americans and women during the 20th century in achieving civil rights and actions taken to help these groups achieve civil rights
- Includes relevant facts, examples, and details; may be more descriptive than analytical such as describing the discrimination faced by African Americans in the military *or* describing the “glass ceiling”
- 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 by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

**Note:** At score levels five and four, at least **two** problems and **two** actions should be discussed for **each** group.

**Score of 3:**

- Addresses all aspects of the task in a limited way *or* addresses most aspects of the task fully
- Incorporates some information from the documents
- Incorporates little or no relevant outside information
- Includes some relevant facts, examples, and details; may be more descriptive than analytical; may contain some minor inaccuracies
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of civil rights by repeating the historical context and concludes by repeating the theme

**Note:** At score level 3, at least **five** components should be addressed. **Exception:** When the information in an incomplete response meets level 5 criteria, at least **four** components should be addressed. (Anchor Paper 3A.)

**Score of 2:**

- Addresses some aspects of the task
- Makes limited use of the documents *or* may only restate the contents of the documents
- Presents little or no relevant outside information
- Includes few relevant facts, examples, and details; may include some inaccuracies
- May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed
- May lack an introduction and/or conclusion or these elements may not refer to the theme of civil rights

**Note:** At score level 2, at least **four** components should be addressed.

**Score of 1:**

- Shows a limited understanding of the task, but makes some attempt to address 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, examples, and details; may include inaccuracies
- May demonstrate a major weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed
- May lack an introduction and/or conclusion *or* these elements may not refer to the theme of civil rights

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

## *Key Ideas Chart*

Group	Problems Key Ideas from the Documents	Problems Relevant Outside Information (This list is not all-inclusive)	Action To Help Achieve Civil Rights Key Ideas from the Documents	Action To Help Achieve Civil Rights Relevant Outside Information (This list is not all-inclusive)
<b>African Americans</b>	Different voter registration standards (doc 1, doc 4, doc 5)	Explanation of poll tax, literacy test, grandfather clause; few African Americans registering to vote in the “Deep South”; harassment from KKK and other white supremacists	Civil Rights Act of 1964 (doc 4)  Enforcement of 15th Amendment; Voting Rights Bill, 1965; Lyndon Johnson’s support (doc 5)	Selma march; Birmingham march; march on Washington; actions of Martin Luther King and other civil rights leaders; sending federal officials to enforce voting rights in the states; 24th amendment; Great Society programs; militant civil rights groups (Black Panthers)
	Discrimination in public accommodations (doc 4)	Separate seating and entrances, (lunch counters; transportation; bars); exclusion from hotels; “separate but equal” facilities (schools, water fountains, parks, hospitals, and playgrounds); Jim Crow laws	Civil Rights Act of 1964; Title II (doc 4)	Court cases: <i>Plessy v. Ferguson</i> , <i>Brown v. Board of Education</i> , <i>Heart of Atlanta Hotel</i> ; actions of Rosa Parks; Montgomery bus boycott; Greensboro sit-ins; Eisenhower’s decision to send troops to Little Rock
	Discrimination by employers and unions (doc 4)	Actions of unions (AFL); description of acts of discrimination (defense industries during World War II; “last hired, first fired”.)	Equal Employment Opportunity Commission (doc 4)	F.D.R. and Truman’s executive orders; actions of the CIO; affirmative action programs; work of Thurgood Marshall and the NAACP

### *Key Ideas Chart*

<b>Group</b>	<b>Problems</b>  <b>Key Ideas from the Documents</b>	<b>Problems</b>  <b>Relevant Outside Information</b> (This list is not all-inclusive)	<b>Action To Help Achieve Civil Rights</b>  <b>Key Ideas from the Documents</b>	<b>Action To Help Achieve Civil Rights</b>  <b>Relevant Outside Information</b> (This list is not all-inclusive)
<b>Women</b>	Denial of suffrage (doc 2, doc 3)	Partial suffrage allowed in some states	United States Senator speaking on behalf of women's rights (doc 2)  Use of poster by Women Suffrage Association to illustrate why women deserve suffrage and the 19th amendment (doc 3)	Work of suffragettes (Elizabeth Cady Stanton, Susan B. Anthony, Carrie Chapman Catt, Alice Paul); National American Women's Suffrage Association; relating activities on home front during World War I to recognition for voting rights; other work for passage of 19th amendment
	Discrimination by employers and unions (doc 4)	Policies of AFL; employment of women in sex-stereotyped jobs based on traditional roles: nurses, teachers, secretaries; discrimination in education: denied access to service academies, many Ivy League institutions, professional schools, athletic programs	Civil Rights Act of 1964 (doc 4)  Equal Employment Opportunity Commission (doc 4)	Affirmative action; Frances Perkins' appointment to F.D.R.'s cabinet; work of Betty Friedan, Eleanor Roosevelt, Gloria Steinem; work for the Equal Rights amendment; activities of NOW; details about the work of the Equal Employment Opportunity Commission; paid maternity and paternity leaves; President Kennedy's Commission on the Status of Women; activities of women's organizations; writings of women activists; Title IX of the Civil Rights Act
	Wage discrimination (doc 6)	"glass ceiling"	Equal Pay Act; writings by Deborah G. Felder (doc 6)	Goals of NOW; "equal pay for equal work" demands; "comparable worth" strategies

In the United States, African Americans and women are two minority groups that have had trouble achieving full civil rights. Presidential, Congressional and Supreme Court actions, as well as groups and individuals, have helped African Americans and women in their struggle for these rights in the twentieth century.

Women in the United States had been fighting for rights since before the Civil War. However, many times they became sidetracked and enveloped into other movements such as abolition and temperance. In the early twentieth century women began to struggle in earnest to receive their rights. They followed the example of nineteenth century leaders Elizabeth Caddy Stanton and Lucretia Mott in their movement for the right to vote which began in Seneca Falls in 1848. Women finally received the right to vote in 1919 after World War I w/ the passing of the 19<sup>th</sup> amendment following many protests and marches, and poster campaigns, as shown in Doc 3, as well as support from Senators such as Robert Owen, as shown by Doc 2. However, throughout the next several decades women continued to be discriminated against. During and after WWII many women joined the work force. They did not, however, receive equal treatment or pay for their work. When the Civil Rights Act of 1964 was passed women lobbied hard for the adding of Title 7 which banned discrimination b/c sex as well as race. The Feminist movement began in the 1960's with NOW as their leading group. These women wanted equal pay and received it in legislation for it in the Equal Pay Act. Also, until the 1970's abortion had been illegal in many states and became a major issue involving women and their reproductive rights, but in Roe v. Wade it became legal for women to have abortions. All

these actions have helped women receive many of their civil rights.

Although w/ the passage of the 14<sup>th</sup> + 15<sup>th</sup> amendment African Americans became citizens + had the right to vote it was often denied to them through the passage of literacy tests + poll taxes. Because of their low social-economic position and their lack of formal schooling many African Americans throughout the South were kept from voting at election time. In 1964, Pres. L.B. Johnson as one of his Great Society goals fought for the Voting Rights Bill to pass and won. During the 1920's the KKK rose to great power intimidating blacks + whites alike. In the 1920's black leaders such as WEB Dubois wanted the immediate equality of blacks. Eleanor Roosevelt also fought for the rights of blacks during her husband's presidency. She worked to make certain the terms of the New Deal programs were fair to blacks. Also throughout the early 20<sup>th</sup> century blacks + whites were segregated which was deemed ok under Plessy v. Ferguson. However, w/ the ruling of Brown v. Board it was overturned and segregation deemed illegal. In Little Rock, Arkansas when people became violent over the segregation of schools Pres Eisenhower sent in the national guard to help integrate the school. In the 1960's the Civil Rights Movement began under the leadership of Martin Luther King and the NAACP. Civil disobedience, bus boycotts + marches on Washington led to the passage of the Civil Rights Act of 1964. In the latter part of the 1960's the movement became more focused on black power + black nationalism.

Throughout the 20<sup>th</sup> century, African Americans + women have fought for their civil rights. They have attained them through movements, presidents, congress, and the Supreme Court decisions.

## Anchor Level 5-A

### The response:

- Thoroughly addresses all aspects of the task for problems experienced by African Americans and women during the 20th century and actions taken to help them achieve civil rights (African Americans: denial of voting rights addressed by Voting Rights Bill and work of individuals; segregation addressed by *Brown v. Board of Education*; Women: denial of voting rights addressed by the 19th Amendment; job discrimination addressed by the Civil Rights Act and the Equal Pay Act)
- Incorporates accurate information from all the documents
- Incorporates substantial relevant outside information (Women: abolition and temperance movements; Elizabeth Cady Stanton; Lucretia Mott; Seneca Falls Convention; NOW; *Roe v. Wade*; African Americans: 14th Amendment; *Plessy v. Ferguson*; Ku Klux Klan activities; W. E. B. Du Bois; Eleanor Roosevelt; New Deal programs; *Brown v. Board of Education*; Eisenhower's decision to send the National Guard to Arkansas; NAACP; Martin Luther King; civil disobedience; "Great Society")
- Richly supports the theme of civil rights with many relevant facts, examples, and details; is more analytical than descriptive (Women: Women have been fighting for civil rights since before the civil war; women were sidetracked by their involvement in abolition and temperance movements; groundwork laid by earlier women's movements; passage of the 19th Amendment was the result of marches, poster campaigns and support from senators; women lobbied for adding Title VII; feminist movement began in the 1960s; links abortion rights to women's civil rights; mentions reproductive rights; African Americans: kept from voting at election time; occupy lower socio-economic position; fair application of New Deal programs; reversal of *Plessy v. Ferguson* in *Brown v. Board of Education*; civil disobedience linked to boycotts, sit-ins, and marches; recognition that the civil rights movement evolved into an emphasis on black power and black nationalism)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme of civil rights 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 the criteria for Level 5. Document interpretation is strengthened with significant outside information, historical references, and analytical statements. The response demonstrates a thorough knowledge of both civil rights movements throughout United States history.

In the early stages of the U.S. development, discrimination was a common threat to everyone who wasn't a white male. These influenced carried throughout the decades and caused many hardships for minorities throughout the 20<sup>th</sup> Century. These ramifications lead many Blacks and women of the US to face several obstacles in achieving civil rights; however, actions by the government, groups, and individuals helped them in their struggles.

Black americans had an extremely hard time gaining equality in America. Just recently had they been considered second class citizens or worse slaves. Segregation laws and Jim Crow laws enforced separate but equal public facilities for whites and blacks; they consequently were not equal however. The fight for fair job practices was also desired by Black Americans; discrimination in hiring, placing, and wages was against them. Another hardship the Blacks had to overcome in the 20<sup>th</sup> Century to get their say in government were obstacles in voter registration. Two renown leaders of the civil rights movement for blacks were Rosa Parks and Martin Luther King Jr. Rosa Parks refusal to sit in the back of a public bus lead to King's bus boycott and the fight for equal

facilities. These actions lead to others like the desegregation of the school in Little Rock Arkansas. The Civil Rights Act passed by Congress upheld equality and fair wages in the work place. This was a huge step towards government enforced equality. The Voting Rights Bill also passed, which abolished discriminatory voting registration practices. It was supported by president Lyndon Johnson who said, "Strike down restriction to voting in all elections..." Getting rid of poll taxes and literacy test heavily used in the south, as shown in the chart, gave blacks a way to voice their needs and opinions. All of these influences helped blacks achieve civil rights and overcoming the odds that were against them.

Women in America had many similar struggles for equality during the 20<sup>th</sup> century in America. Women were always seen as home makers and care givers, but many wanted more opportunities. These opportunities included higher education such as admission to medical schools, law schools, and service academies. Some wanted the chance to be seen as equals in the workplace; men were usually and still are today paid more for the same work. However, things have been

slowly changing with the passage of the Civil Rights Act of 1964 and the Equal Pay Act. Now you can find women as Presidents of companies and officers in the military, although this has lead to controversy and resentment, for example the girl who attended the Citadel for a short time. Many feminist such as Carrie Chapman Catt and Susan B. Anthony fought for womens suffrage, (which was finally achieved in the 19<sup>th</sup> Amendment), fighting a man's world that looked down on them. Many believed that the actions women wanted were too radical, and would cause mass chaos. The equal pay act passed by congress helped to end discriminatory wages. The EEOC also ended sex discriminatory hiring practices and allowed women more choices in life. The Civil Rights Act of 1964 increased the equality of women in America. Books like the "Feminine Mystique" written by Betty Friedman inspired support for womens rights, and propaganda like the FA poster supporting women as equals.

Many actions by the government and civil rights activists lead blacks and women to more equal status in America. They overcame many obstacles to achieve equality.

## Anchor Level 5-B

### The response:

- Thoroughly addresses all aspects of the task for problems experienced by African Americans and women during the 20th century and actions taken to help them achieve civil rights (African Americans: lack of equality addressed by individuals; denial of voting rights addressed by the Voting Rights Bill; Women: the lack of equality in the workplace addressed by Equal Pay Act and Civil Rights Act; denial of suffrage addressed by the work of individuals)
- Incorporates accurate information from all the documents
- Incorporates substantial relevant outside information (African Americans: Jim Crow laws; separate but equal public facilities; fight for fair job practices; Rosa Parks refusal to sit in the back of the bus; Martin Luther King, Jr.; bus boycott; Little Rock; Women: feminists such as Carrie Chapman Catt and Susan B. Anthony; fought for admission to medical and law schools and service academies; *Feminine Mystique* by Betty Friedan)
- Richly supports the theme of civil rights with many relevant facts, examples, and details; is more analytical than descriptive (African Americans: extremely hard time gaining equality; equal facilities were not equal; actions such as the bus boycott led to other desegregation measures; civil rights legislation was a huge step towards government enforced equality; getting rid of poll taxes and literacy tests gave blacks a way to voice their needs and opinions; Women: always seen as homemakers and caregivers; chance to be seen as equals in the workplace; many believed actions wanted by women were too radical and would cause chaos; the EEOC allowed women more chances in life; *Feminine Mystique* inspired support for women's rights; poster used as propaganda for women's rights)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme of civil rights by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme

**Conclusion:** Overall, the response fits the criteria for Level 5. The specific historical examples, the analysis, and interpretation of the documents are well-developed. Document information and outside information are successfully integrated and strengthen the response.

The securing of basic, civil rights can often be a complicated procedure. Our country has long had a history where we would proclaim our shores guaranteed freedom for all who entered and were born unto, all who swore devotion to our flag, and then deny them their liberties. Among the past mistreated have been women, who for over a century in American history, have been treated as second class citizens, and African-Americans, who were not even considered citizens at all, barely human beings. The cause of human rights has been one we always call out for, but, it's obvious enough how unfair things have been in our own country, simply judging by how hard equal rights are to obtain.

The most obvious and observed quest for civil rights has been that of the African-Americans. Part of this is due to the remarkable and relative success of the movement. While prejudice and intolerance still exists in some areas of the U.S. today, there is no longer the type of bigotry and discrimination we saw in the fifties and sixties and certainly not from the beginning of our nation. The fact that there once existed slavery and now it is gone is remarkable in itself, but beyond it lies the true struggle. Even after the abolition of

slavery with the 13<sup>th</sup> Amendment, men and women of color were not treated equally. For many years, States like Georgia, Florida, Louisiana and other southern areas conducted such discriminatory policies as poll taxes and literacy tests so they could make sure blacks could not vote since they had little or no education. The segregation of the armies in World Wars one and two showed this as well, that our country would fight for freedom but not necessarily believe in it. The desegregation of the military was, in a sense, the beginning of the 20<sup>th</sup> century's civil rights phenomenon, as after that all kinds of injustices were being addressed. Boycotts, sit-ins, and speeches such as Martin Luther King's "I Have A Dream" speech brought attention to those injustices. 1964's Civil Rights Act and Lyndon Johnson's Voting Rights Bill of 1965 furthered the cause, and while today there still exists a distinct and depressing socio-economic gap between the races, all Americans are now equal politically. More or less, anyway.

While women have not had to go through as much as African-Americans, white women anyway, there has been a minor struggle between the sexes

that must be noted. The fight for suffrage and equal pay has been fought for adamantly, but not all aspects of equality have been desirable to women. To begin, there was of course the turn of the century women's vote movement, which included men and women alike. Women who aided and made sacrifices during the great war complained that if they were going to work for the country they should have a say in it's ruling. Women subsequently gained the right to vote, and things were generally quiet until the modern feminist movement of the sixties, seventies and to a degree the eighties. Equal pay and opportunities in the workforce was now the major point, and the eventual Equal Pay Act started to decrease the gap of earnings between men and women. However, equality was only desired up to a point, and when the Equal Rights amendment was voted down, it was done so largely by women, because it gained unpopularity because of certain privileges women would lose, such as exception from the draft and preferential treatment in custody battles, which most women wanted to keep badly. In the case of women, equal rights were perceived rather economically.

African-Americans and women have experienced

Civil rights injustices since the late 1800's.  
However, actions taken by the government, groups,  
and individuals has helped both groups achieve  
civil rights.

Anchor Level 4-A

**The response:**

- Addresses all aspects of the task for problems experienced by African Americans and women during the 20th century and actions taken to help them achieve civil rights (African Americans: denial of equal rights addressed by desegregation of military; voting restrictions addressed by Civil Rights Act and Voting Rights Bill; Women: denial of suffrage addressed by gaining the right to vote; wage discrimination addressed by Equal Pay Act)
- Incorporates accurate information from all the documents
- Incorporates relevant outside information (African Americans: 13th Amendment abolished slavery; segregated armies; desegregation of the military; boycotts; sit-ins; Martin Luther King, Jr.; “I Have a Dream” speech; Women: feminist movement of the 1960s; equal rights amendment; preferential treatment in custody battles)
- Includes relevant facts, examples, and details; is more analytical than descriptive (African Americans: country stands for freedom but denied liberties to groups of people; prejudice and intolerance still exists; little education because of background; country would fight for freedom but not necessarily believe in it; recognition of post–World War II time period as a turning point in civil rights movement; socio-economic gap between races continues; Women: fight for suffrage and equal pay adamantly fought for but all aspects of equality have not been desirable; both men and women were involved in the women’s rights movement; equal rights amendment voted down primarily by women; the ERA unpopular because of privileges that might be lost by women such as exemption from draft; equal rights pursued primarily for economic reasons)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme by stating that securing civil rights is a complicated procedure considering the country is founded on the premise that freedom belongs to all but civil rights are denied to different groups of people and concludes with a restatement of the historical context

**Conclusion:** Overall, the response fits the criteria for Level 4. Sophisticated analysis is demonstrated throughout; however, the development of the response lacks specific historical references that could make this a Level 5 response. Solid conclusions are drawn without relevant supporting information.

African Americans and women have faced many problems in achieving their civil rights. Discrimination and being denied the right to vote are big obstacles that have stood in their way of achieving their goal of civil rights. They had help in working through these problems from presidential, congressional, and Supreme Court actions.

African Americans and women have faced discrimination for so long. They faced discrimination when looking for employment, in their wages, and African Americans even faced it in public facilities. Through the Jim Crow Laws public facilities were segregated between white's facilities and black's facilities. Blacks, like Rosa Parks, had to ride in the back of the bus, could not go into many white restaurants and even had separate bathrooms thanks to *Plessy v. Ferguson*. In the Civil Rights Act of 1964 it prohibited discrimination in public accommodations, thus prohibiting these unfair Jim Crow Laws. Both women and African Americans faced discrimination from employment. African Americans faced this terribly during the Great Depression when

white men demanded that they deserved jobs, not blacks or women. Women also faced discrimination when finding jobs. Most women could only get stereotype jobs such as secretary. They had to stick to the "women professions." The Civil Rights Act of 1964 created the EEOC to investigate job discrimination. Women also faced wage discrimination. Women were earning wages much lower than wages for men. The Equal Pay Act worked to end this wage discrimination for women.

Another big problem that African Americans and women faced were that they were being denied the right to vote. Even after African Americans gained their right to vote in the 15th Amendment they were still being disenfranchised. The poll tax, the literacy and property test, and the grandfather clause were all methods used by whites to stop blacks from voting. Because they were poor and in many cases had not gone to school they were unable to vote. Both the Civil Rights Act of 1964 and the Voting Rights Bill were aimed towards eliminating these unfair restrictions on

blacks voting. Women also faced a huge task in trying to gain their right to vote. The Suffrage Movement had many followers and leaders such as Alice Paul and Elizabeth Stanton who worked for women's right to vote. Many argued that women helped out so much in the country even during the war to hold the country together. Women needed their say in the government. Women eventually gained their right to vote through the 19<sup>th</sup> Amendment.

It was not easy for African Americans and women to gain their civil rights. They faced many problems in voting and with discrimination. Many acts and amendments were passed by the government to help alleviate problems that these minorities were facing. Step by step they were achieving their civil rights.

## Anchor Level 4-B

### The response:

- Addresses all aspects of the task for problems experienced by African Americans and women during the 20th century and actions taken to help them achieve civil rights (African Americans: discrimination in employment addressed by Civil Rights Act; denial of voting rights addressed by Voting Rights Bill; Women: discrimination in employment addressed by Equal Pay Act and Civil Rights Act; denial of voting rights addressed by 19th Amendment and work of individuals)
- Incorporates accurate information from all the documents
- Incorporates relevant outside information (Jim Crow laws; Rosa Parks; *Plessy v. Ferguson*; blacks had to sit in the back of the bus; Great Depression; stereotype jobs for women; Alice Paul; Elizabeth Cady Stanton)
- Includes relevant facts, examples, and details; is more descriptive than analytical (impact of Great Depression on both groups; women had to stick to “women’s professions” such as secretary; women needed a say in government; difficulty in gaining civil rights)
- 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 by repeating the historical context and concludes with a summation that comments on the difficulty in gaining civil rights with a step-by-step approach

**Conclusion:** Overall, the response fits the criteria for Level 4. Although outside information is limited, document information is used extensively in the discussion. The response demonstrates some good analysis of civil rights issues, especially in terms of the difficulties encountered by both groups in achieving their full civil rights.

In the United States, African Americans and women are two minority groups that have had difficulty achieving full civil rights. Presidential, congressional, and Supreme Court actions, as well as groups and individuals have helped African Americans and women in their struggle for these rights.

African Americans and women had a tough battle to fight to insure their right to vote. They also had to struggle with unequal employment opportunities and unequal pay.

For years, even having an Amendment passed, African Americans were sometimes denied the right to vote. In many States, such as Louisiana, Alabama, and South Carolina, enforced a poll tax and a literacy test for all African Americans to take before voting. (Doc. 1) This prevented many African Americans from voting because they were poor and uneducated. Finally, in 1965 under the guidance of Lyndon B. Johnson, the Voting Rights Bill was passed. This insured that the standards for voting were equal for both races. If they weren't, Federal officials had the right to perform functions essential to do so (Doc. 5) This made sure that every African American who was eligible to vote, could. If they had to pay a poll tax, so did everyone else. Through the help of many people, including the President, African Americans could vote. In the 1890's Jim Crow laws were passed which segregated African Americans from whites in all aspects of society, and if the facilities were equal, the Supreme Court stated in Plessy v Ferguson it was OK. In the 1950's Segregation was challenged by individuals and the result was Brown v Board of Education, which ended segregation in schools.

Later, in 1964 Congress passed the Civil Rights Act which prohibited discrimination in public places.

When the Nineteenth Amendment was passed, women were given the right to vote. This was a big step towards equality for women. Another challenge was facing them though. Many women faced limited job opportunities. In 1964, the Civil Rights Act of 1964 was passed. This too, was made to insure various rights to all citizens of the United States. Title VII banned discrimination on the basis of race, sex, religion, or national origin by employers and unions. Title VII also created the Equal Employment Opportunity Commission to investigate charges of job discrimination. (Doc. 4)

These titles made it against the law to not hire a woman just because she was a woman. More and more, women now had the confidence and the backing they needed to enter the work force. Now that women were insured equal employment opportunities, another challenge faced them. Men were getting paid more to do the same job. When the Equal Pay Act was passed, it represented the first significant step toward ending wage discrimination for women workers. In 1963, women workers were earning 63% less than male workers. That number dropped to 25% in 1998 (Doc. 6) and the Equal Pay Act helped women become equal in the work place. More than ever, women are now working outside of their homes, and sometimes earning more than men. Many companies have incorporated day-care programs, job-sharing, and maternity and paternity leaves to help women with families who want to work. The "glass ceiling" is disappearing from the work place.

The fight for equal rights for African Americans and women has been along one. By the help of the government and other individuals, their goals were achieved. There are still many more things to be accomplished, but we are on the right track.

Anchor Level 4-C

**The response:**

- Addresses all aspects of the task, but does so unevenly by discussing the actions taken to achieve civil rights more thoroughly than the problems experienced in achieving civil rights during the 20th century for both African Americans and women (African Americans: denial of the right to vote addressed by President Lyndon Johnson and the Voting Rights Bill; discrimination addressed by *Brown v. Board of Education* and the Civil Rights Act; Women: denial of the right to vote addressed by the 19th Amendment; wage inequalities and job discrimination addressed by the Civil Rights Act and the Equal Pay Act)
- Incorporates accurate information from all the documents
- Incorporates relevant outside information (African Americans: Jim Crow laws; *Plessy v. Ferguson*; *Brown v. Board of Education*; Women: day-care programs; job sharing; maternity and paternity leaves)
- Includes relevant facts, examples, and details; is more descriptive than analytical (African Americans: poll taxes and literacy tests prevented voting because many were poor and uneducated; Voting Rights Bill ensured standards for both groups; if African Americans had to pay a poll tax everyone else should; gaining the right to vote was a long struggle; Women: gained confidence to enter workforce; women with families have special needs which employers began to recognize; “glass ceiling” is disappearing from the workplace)
- 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 and concludes the theme by going slightly beyond restating the historical context

**Conclusion:** Overall, the response fits the criteria for Level 4. Good outside historical references add to the superficial treatment of some document information. The use of pre-twentieth century information is appropriate in making connections between the problems and the actions taken to solve those problems.

Throughout history, African Americans have experienced many hardships in gaining civil rights but they have also had the support of many groups in advocacy of these rights. African Americans experienced many obstacles in their path to exercising their right to vote and obtaining fair employment.

The right to vote was an issue in the past which was made very difficult for African Americans to achieve. African Americans were given the right to vote by the fifteenth amendment but many southern states harbored opposition to this amendment and acquired standards for registration to vote that would bar African Americans from registering. One of these standards adopted was the grandfather clause which stated that if a person's ancestors were permitted to vote, they were also. This did not allow African Americans to vote because their ancestors had been in slavery and obviously not given the right to vote. Another standard acquired by the southern states to prevent blacks from exercising their right to vote were the administration of literacy tests. These tests evaluated a person's ability to read, write and understand the Constitution to determine whether a person's vote would be

knowledge based and helpful to society. As African Americans had previously been in slavery and never taught to read or write, many of them failed these tests. Although this was a great hardship they were facing, they were not alone. Many groups, such as the NAACP and the SCLC, and individuals such as Thurgood Marshall and Martin Luther King, Jr., advocated the rights of African Americans to vote and in 1964 Congress passed the Civil Rights Act of 1964 abolishing the use of different voting registration standards for blacks and whites. Also, President Lyndon B. Johnson appealed to Congress on the behalf of the African Americans as part of his Great Society program and proposed the Voting rights bill which would further enforce the fifteenth amendment which granted voting rights to African Americans.

Another issue that African Americans faced adversely was unfair treatment in the workplace and by unions such as the AF of L. Many African Americans faced discrimination in being hired and found themselves being hired only after whites and for menial jobs. They were always the last hired and the first fired. African Americans were being paid significantly less than whites

for performing the same labor and often given less benefits and forced to work longer hours. Frequently, African Americans did not have equal access to state universities and professional and graduate schools which limited their social and economic lives. Again, Congress backed the sentiments of African Americans and passed the Civil Rights Act of 1964 which provide the EEOC to gain fair employment for these minority groups and further enforce school desegregation rulings.

Although African Americans have encountered hardships in gaining equal rights, they have never been alone in their fight. They have always had the backing of various <sup>groups</sup> who will work with them to pass legislation and achieve gains in equal rights for all.

### Anchor Level 3-A

**The response:**

- Thoroughly addresses all aspects of the task for African Americans by discussing denial of voting rights and unfair treatment in the workplace and in higher education and by describing how the Civil Rights Act and the Voting Rights Bill helped this group achieve civil rights
- Incorporates accurate information from documents 1, 4, 5, and 6
- Incorporates substantial relevant outside information (NAACP; SCLC; Thurgood Marshall; Martin Luther King, Jr.; Great Society programs; AFL; denial of opportunity at state universities, professional and graduate schools; limited socio-economic advancement; enslavement limited educational opportunities; hired after whites and for menial jobs)
- Richly supports the theme of civil rights with many relevant facts, examples, and details; is more analytical than descriptive (many Southern states harbored opposition to the 15th Amendment; slavery limited ability to read and write; denial of access to higher learning limited social and economic lives; many groups advocated for the rights of African Americans; last hired and first fired)
- Is a well-developed essay, demonstrating a general plan of organization
- Introduces the theme of civil rights by stating that African Americans have experienced many hardships in gaining civil rights but have also had the support of many groups to advocate for their rights and concludes by rewording the introduction

**Conclusion:** This response receives a score of 3. While only African Americans are discussed, the discussion presented meets the criteria for level 5. Although analysis is somewhat limited, the historical factual development is substantial and thorough. This response demonstrates a good understanding of the problems African Americans faced in achieving civil rights.

These two minority groups were African Americans and women. Presidential, congressional, and Supreme Court actions; and individuals, have helped African Americans and women in their struggle for these rights.

African Americans experienced many problems in achieving civil rights during the twentieth century. Segregation in the twentieth century was a problem. Blacks and whites were separated. There were segregated bathrooms, restaurants, and buses. The Supreme Court ruled that segregation was unconstitutional. The plessy decision was no longer practice. This decision was the Brown decision. African Americans had voting rights in the 19<sup>th</sup> century, but many circumstances keep blacks back from voting. According to Document 1, the poll tax and the literacy test was used in a number of states. These tests were suppose to keep blacks from voting. L. Johnson (president) issued the voting rights bill in order to end these restrictions against blacks (Reference to Document 5).

Women also experienced many problems in achieving civil rights during the twentieth century. Women were viewed differently than toward men. Women worked in the factories during wartime, however, they didn't receive the same amount of pay as men workers. According to Document 6, the Equal Pay Act was the first start in ending wage discrimination for women workers. Congress passed this act to increase women's rights. Women are very important people. They are the mother of our children, wife to a man, and nurse to the disabled (Reference to Document 3). This gives us reasons for voting for the 19<sup>th</sup> Amendment for women to vote.

African Americans and women had problems during the 19<sup>th</sup> century. Blacks were involved in segregation and voting restrictions. Women weren't given equal money as men workers. Presidential, congressional, and supreme court decision helped women and African Americans.

### Anchor Level 3-B

**The response:**

- Addresses all aspects of the task in a limited way for problems experienced by African Americans and women during the 20th century and actions taken to help them achieve civil rights (African Americans: segregation addressed by *Brown v. Board of Education*; denial of voting rights addressed by Voting Rights Bill; Women: denial of equal pay addressed by Equal Pay Act; denial of voting rights addressed by 19th Amendment)
- Incorporates some information from documents 1, 3, 5, and 6
- Incorporates some relevant outside information (segregation; segregated bathrooms and buses; Supreme Court ruled segregation unconstitutional; *Plessy* decision; *Brown* decision)
- Includes some relevant facts, examples, and details; is more descriptive than analytical (*Plessy* decision is no longer practiced; African Americans had voting rights in the 19th century, but many circumstances kept them from voting; Equal Pay Act was first start in ending wage discrimination for women; women are important people and that is why 19th Amendment is needed)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces and concludes the theme of civil rights by repeating the historical context

**Conclusion:** Overall, the response fits the criteria for Level 3. Although all parts of the task are addressed and specific historical references are made, few are adequately developed. Document interpretation is limited and little analysis is provided.

Throughout the United States history, African Americans and women were two minority groups that have had difficulty achieving full civil rights. Presidential, congressional and Supreme Court actions, as well as groups and individuals, have helped African Americans and women in their struggle for these rights. It took a long process and a long fight ~~but~~ but they were finally able to achieve it and gain equality in the nation based on the Constitution.

African Americans were considered property and slaves until the 13th and 14th Amendments were passed. These two Amendments gave them citizenship and voting rights, which ended slavery, but did not end discrimination among the nation. States passed voting restrictions in order to prevent or limit the voting rights of blacks in different states such as in Florida (poll tax), Mississippi (literacy test), Louisiana (property test), and Alabama (grandfather clause) (as shown in document 1). Though their voting rights were ~~re~~ limited, they did not give up the fight for full (gain of rights).

This movement developed the most and came about in the 1960s with the help of great civil rights movement leaders such as Dr. Martin Luther King Jr. and Malcolm X. In 1964 Congress finally

passed the Civil Rights Act giving victory to the civil rights movement. The Civil Rights Act included titles that ended the different voting registration standards for black and white, prohibited discrimination in public areas, banned discrimination on the basis of race, sex, religion, or national origin by employers and unions, etc (as shown in document 4). The fight for full independence and rights was over.

Besides African American being denied rights and as well as being discriminated, women have also had to fight to gain equal rights. Though they were not harshly mistreated as blacks and not considered property, they were still considered lower in society and ruled by men. In the late 1800s and early 1900s women began to fight for their rights, as shown in document 2, Oklahoma Senator Robert L. Owen (1910) mentions that women have the right to exercise their suffrage because they are part of governed and because of that they too should have equal rights. Women did not gain full equal rights until the 1920, it is shown that in document 3 the things that women have done and during periods of war such as planting fields and harvesting crops when the men <sup>were</sup> called to war or keeping shops and schools and work in factories while the men were in the trenches fighting (according to the poster showing and ~~was~~ encouraging people to vote for women rights). All of these things helped women to finally gain their equal right among a men dominated nation.

### Anchor Level 3-C

**The response:**

- Addresses most aspects of the task for problems experienced by African Americans and women during the 20th century and actions taken to help them achieve civil rights (African Americans: voting restrictions addressed by Civil Rights Act; Women: denial of equal rights addressed by work of individuals)
- Incorporates some information from documents 1, 2, 3, and 4
- Incorporates some relevant outside information (African American considered property and slaves until passage of 13th and 14th Amendments; segregation; Martin Luther King, Jr.; Malcolm X; trench warfare; male-dominated nation)
- Includes some relevant facts, examples, and details; is more descriptive than analytical (voting restrictions passed to limit voting rights of blacks; though voting rights limited, blacks did not give up fight for civil rights; Civil Rights Act gave victory to civil rights movement; women not mistreated as harshly as blacks)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of civil rights by repeating the historical context and mentioning the long process for civil rights and equality based on the Constitution, but lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 3. Although most of the response depends on information from the documents, it is strengthened by the inclusion of some outside information and some analytical statements.

In the United States, African Americans and women are two minority groups that have had difficulty achieving full civil rights. Presidential, congressional, and Supreme Court actions, as well as groups and individuals, have helped African Americans and women in their struggle for these rights. There were rights discriminated such as voting, work and taxation. The women were the main people being effected by these wars and they didnt even have rights to voice their opinion.

The Southern States just didnt allow African Americans to vote. They found made as many restrictions as they could so Africans couldnt vote. As in Document 1, the poll tax, literacy test, property test, and grandfather clause were all put into effect so they could vote. The grandfather clause allowed men to vote that had grandfathers that voted, considering most Africans were slaves back then this didnt benefit them at all. The literacy test all was unfair because their backgrounds didnt allow them to receive an education. With all this discrimination towards blacks the Civil Rights Act of 1964 attempted to end the discrimination. In Titles I through VII it discussed rights that

blacks should be granted. These rights also affected women who were greatly discriminated against.

The women were the taxed ones when they took care of most of the suffrage. It was very difficult for the women as it was because of the love ones they lost in war, the loss of their homes when they were destroyed by fire and they took care of the sick and wounded. They took so much from the war but received nothing back. They received no rights and were greatly discriminated against. They also worked long days and were payed very poorly. Finally by 1971 Equal pay was more into effect. It was one of the first movements to effect women.

Women and African Americans were discriminated against but people helped to fight for their rights. Many groups tried to stop the discrimination for both groups. They wanted them to have equal rights.

## Anchor Level 2-A

### **The response:**

- Addresses some aspects of the task for problems experienced by African Americans and women during the 20th century and actions taken to help them achieve civil rights (African Americans: denial of voting rights addressed by Civil Rights Act; Women: discrimination addressed by Equal Pay Act)
- Makes limited use of documents 1, 3, 4, and 6
- Presents little relevant outside information (terms and impact of the grandfather clause; African Americans did not have enough education to pass literacy test)
- Includes few relevant facts, examples, and details (Southern states made as many restrictions as they could so African Americans could not vote; since most African Americans were slaves, the grandfather clause did not benefit them; background of African Americans did not allow enough education to pass literacy test; women received no rights and faced discrimination despite all they gave in war); includes some inaccuracies (women were the main people affected by wars; Equal Pay Act was one of the first movements to affect women)
- Demonstrates a general plan of organization
- Introduces the theme of civil rights by establishing a framework that is somewhat beyond a restatement of the historical context and concludes with a summary

**Conclusion:** Overall, the response fits the criteria for Level 2. Although some misinterpretation of documents 3 and 6 is evident, the task is addressed with a limited discussion of one problem and one action for both African Americans and women. Some relevant outside information is included; however, it tends to be general in nature.

In the United States, African Americans and women are two minority groups that have had difficulty achieving full civil rights. Presidential, Congressional, and Supreme Court actions, as well as groups and individuals, have helped African American and women in their struggle for these rights.

In Document 6, the Equal Pay Act affected women workers because as the years increased the percentage of earnings decreased. In 1963 full-time female workers were earning on average 63% less than male workers. 57% had dropped by 1971. African Americans and women get paid less than men. As the years pass the percentage decreases. Document 5, is the Voting Rights. President Lyndon Johnson says the purpose of the Voting Rights bill was to strike down restriction to voting in all elections, federal, state, and local that has been used to deny Negroes the right to vote. These Negroes ~~and~~ deserve the right to vote, and that's why President Lyndon Johnson took <sup>care</sup> ~~care~~ of that.

Document 4 in 1964 some ~~pro~~ provisions

of civil Rights Act that attempted to end this discrimination was to banned the use of different voter registration for blacks and whites. They should make it equal no matter the color of their skin. Another provision was to banned discrimination on the basis of race, sex, religion or national by employers and unions, as explained ~~in~~ above.

Document 3 shows ~~the~~ all the work women have to do. This is a lot and they suffer a lot. Two reasons people should have voted to the 19<sup>th</sup> Amendment was because women do the work for the <sup>men</sup> ~~men~~, and ~~they~~ they starve.

All of this shows that ~~the~~ African Amer. can and women have suffered a lot through their lives because of the earnings and the way they are treated.

## Anchor Level 2-B

### **The response:**

- Addresses some aspects of the task for actions taken to help African Americans and women achieve civil rights during the 20th century (African Americans: Voting Rights Act; Civil Rights Act; Women: Equal Pay Act; 19th Amendment)
- Restates the contents of documents 3, 4, 5, and 6
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (President Johnson passed Voting Rights Bill because Negroes deserved right to vote); includes some inaccuracies (people should vote for 19th Amendment because women do work for the men and they starve)
- Demonstrates a weakness in organization and lacks focus
- Introduces the theme of civil rights by repeating the historical context and concludes by stating how African Americans and women have suffered

**Conclusion:** Overall, the response fits the criteria for Level 2. The response leans heavily on restatement of document information and addresses only part of the task. Discussing unrelated documents in the same paragraph is an organizational problem; failing to connect the documents further weakens the response.

Both African-Americans and Women went through a lot of troubles in the United States in the twentieth century. Both groups had troubles getting to vote, and ~~get~~ jobs. ~~offer them~~ The government finally stepped in to try to ~~put~~ an end to the discrimination towards them.

The government would have elections for women, but they couldn't vote in them. Posters were made to advertise for an election on an amendment on women's suffrage. The posters talked about what hard work that women had to do, but they still couldn't vote (document 3). The government also tried to end wage discrimination against women, it was called The Equal Pay Act. It made the gap much smaller between men's wages and women's wages. It was a very vital step towards ending wage ~~discrimination~~ discrimination (document 6).

The Civil Rights Act of 1964 tried to make ~~more~~ discrimination illegal to do based on race, sex, religion, or national origin. Things such as different literacy test for different groups of people. It also prohibited discrimination in public. It also created the EEOC to investigate on job discrimination (document 4). The Voting Rights Bill wanted people to turn in others who denied anyone the right to vote based on ~~on~~ race, sex, religion, or national origin (document 5).

In conclusion the United States ~~government~~ government tried to make sure that women and African

Americans got equal rights on everything. Voting, job opportunities, and equal pay for equal work were a few things that were attempted by the government. They took many steps towards it.

**Anchor Level 2-C**

**The response:**

- Addresses some aspects of the task for problems experienced by African Americans and women during the 20th century and actions taken to help them achieve civil rights (African Americans: Civil Rights Act; denial of voting rights addressed by Voting Rights Bill; Women: Equal Pay Act)
- Makes limited use of documents 3, 4, 5, and 6
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (government would have elections for women, but they could not vote in them; government tried to end wage discrimination with Equal Pay Act; Equal Pay Act made gap between men and women's wages much smaller); includes some inaccuracies (Voting Rights Bill wanted people to turn in others who denied anyone the right to vote)
- Demonstrates a general plan of organization
- Introduces the theme of civil rights by repeating part of the historical context and concludes with a summary about the role of government in helping African Americans and women achieve civil rights

**Conclusion:** Overall, the response fits the criteria for Level 2. Most of the response depends on limited information from the documents, which is both generalized and at times misinterpreted. The response mentions information but does not support that information with specific historical facts and details.

Throughout the course of the history of America, both women and African Americans have found it difficult to achieve equal civil rights. It took countless efforts ~~for~~ from society's leaders to obtain equal rights for these two groups of people. Although African Americans had it worse because of their situation, women also had a troublesome time getting their civil rights.

The ~~the~~ argument in which the women had was that they did everything in which the men were doing. They had jobs, others took care of the house, and most helped out significantly in wartime troubles. The problem was that the women did not have the right to vote for such a long time that it was hard for society to just change everything. Women's ~~the~~ organizations, such as the Pennsylvania Woman Suffrage Association, tried to help in the effort by getting ~~together~~ women together and having them talk out their wants and needs and figuring out plans to satisfy their needs. Document 3 states some reasons why people need to vote in favor of the 19<sup>th</sup> Amendment.

The problem in which African Americans had in getting their full civil rights ~~was~~ goes back to their roots as slaves. Like the women, the Africans ~~was~~ did not have civil rights for so long that states were hesitant upon giving them their rights.

Anchor Level 1-A

**The response:**

- Shows a limited understanding of the task, but addresses a problem experienced by women during the 20th century and an action taken to help them achieve civil rights (denial of voting rights addressed by efforts of women's organizations and 19th Amendment) and mentions a problem experienced by African Americans
- Refers to document 3
- Presents limited relevant outside information (African American problems are a result of their roots as slaves)
- Includes few relevant facts, examples, and details (women helped in wartime; women's organizations helped women get together and plan; 19th Amendment)
- Demonstrates a general plan of organization
- Introduces the theme of civil rights by comparing problems of African Americans and women in achieving their rights and concludes by attempting to explain reasons these groups did not have civil rights

**Conclusion:** Overall, the response fits the criteria for Level 1. Most of the information depends on the limited interpretation of one document. A few analytical statements are included; however, they tend to be overgeneralizations.

Minorities often have a difficult time getting fair and equal treatment. In U.S. history the African Americans and women had such a time in achieving their civil rights during the twentieth century. Though it was a difficult obstacle they got through it and managed to succeed.

Even after segregation had been outlawed ~~there were~~ voting limits were put ~~on~~ in order to keep most blacks out of the voting booth. ~~Some limits were~~ the literacy test. } Doc 1  
Most African Americans, on average, could not read. Since they couldn't read they had no chance of passing a literacy test and therefore, were kept from voting. After these unfair "limits" were brought to light, the Voting Rights Bill and the Civil Rights Act of 1964 were passed. Both ~~are~~ were passed to get rid of voting discriminations.

#### Anchor Level 1-B

##### The response:

- Shows a limited understanding of the task, but addresses some aspects of the task for a problem experienced by African Americans during the 20th century and actions taken to help them achieve civil rights (voting limits addressed by Voting Rights Bill and Civil Rights Act)
- Makes limited use of documents 1, 4, and 5
- Presents limited relevant outside information (most African Americans could not read)
- Includes few relevant facts, examples, and details (voting limits keep most blacks out of voting booth; inability of African Americans to read led to failure on literacy tests; Voting Rights Bill and Civil Rights Act passed to eliminate voting discrimination)
- Demonstrates a general plan of organization
- Introduces the theme of civil rights by going slightly beyond a restatement of the historical context but lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. Most of the response depends on interpretation of one document and references to two others. Only the literacy test and its effects on African Americans are adequately discussed.

In the United States, women and African Americans have both dealt with different types of discrimination. They both tried to gain equal civil rights throughout our history. Many groups of people, as well as individuals have helped African Americans and women in their struggle to gain rights.

During the 20<sup>th</sup> century, African Americans and women were still not allowed to vote. It was very unreasonable and many people wanted things to change. The Southern states made it harder for African Americans to vote, as said in document 1. They put a poll tax on voting, and before they could actually vote, they had to pass a literacy test to see if they could read and write. This left many blacks without the right to vote because educational opportunities were limited. The grandfather clause, another voting restriction, also meant that blacks wouldn't be allowed to vote since their ancestors were enslaved. The Great Doctrine (Declaration of Independence), in document 2, states that governments get their consent to govern from everyone, which should include women. The issue was, should only one half of the people in this country have equal rights. In the 20<sup>th</sup> century, many people still did not appreciate the things that women were achieving, such as taking over men's jobs during the war as "Rosie the Riveter" posters during World War II later showed, and taking care of their homes, families and the wounded while their husbands and/or sons were away. But after the war it was

assumed that women should return to their traditional "cult of domesticity" role. During the 20<sup>th</sup> century, blacks and whites were still segregated, by using different public facilities. They were not allowed to even use the same bathrooms or sit in the same sections on the bus because of the Plessy v. Ferguson case. African Americans were very much discriminated against. Many African Americans remained in the South working as tenant farmers and sharecroppers.

Also, when the women were working at jobs in factories and other places, they worked just as hard, or even harder and received much smaller pay. It was almost 63% less money. While some African Americans moved into Northern factory jobs during World War I, it was expected that they also would give up these jobs to returning soldiers. Both groups of minorities were displeased with their social and economic status and wanted to have more political power along with equal rights as individuals.

As time passed, people like Rosa Parks, Martin Luther King Jr. and Margaret Sanger began to stand up for what they thought was right. African Americans and women started to gain acknowledgement and rights. In document 3, the 19<sup>th</sup> amendment was brought up in favor of advocating women's suffrage. People started realizing that women were a big help during World War I. Document 4 explains that the Civil Rights Act of 1964 attempted to end discrimination for African Americans and women. It gave them the same

voting rights along with the right for blacks to use the same public facilities as whites. They no longer had to use separate motels, bathrooms, restaurants, sports arenas and theaters. President Lyndon Johnson wanted the U.S. to be a Great Society, and he wanted everyone to have equal voting power and equal rights. As women became a larger part of the work force, they fought for a balanced pay for men and women. Although things changed for them, it is still not equal pay now. In 1998 the difference was only 25%. The Equal Pay Act ended wage discrimination towards women and made it easier for them to live. Document 6 explains how the wages difference between men and women have drastically changed up to the year 1998. In 1963, full time women workers were earning 63% less than male workers. Susan B. Anthony was an earlier fighter for women's suffrage. She showed much enthusiasm, along with Elizabeth Cady Stanton, who formed a women's rights party. Cases such as Brown v. Board of Education case have changed the African American outlook for the better.

In conclusion, today ~~American~~ African American and women's rights are equal and they are more powerful than what they were in the 20th century. Presidential, congressional, Supreme Court actions, individuals, and groups of people have all made an impact on the way our society works and it has made a tremendous difference.

During the twentieth century, African Americans and women experienced many problems achieving civil rights. Although African Americans were granted suffrage by the fourteenth amendment in 1865, they never achieved full equality racially and politically until much more recently. Women on the other hand waited until after World War I to even be granted suffrage. Women still don't have full equality because the Equal Rights Amendment has never been passed.

Women's problems achieving civil rights began in the nineteenth century and continually progressed from then on. The women's movement was temporarily halted in the 1860's as abolition became the more important issue. After that, women's roles in society were considered mandatory, yet unworthy of political status. Leaders such as, Elizabeth Cady Stanton, Susan B. Anthony, and Lucretia Mott arose, advocating strongly for women's rights, suffrage, and equality. During World War I women became the predominant labor source in the United States. On top of caring for and raising their families, women also took on work and new responsibilities. Eventually after much advocating the nineteenth amendment was passed in 1920 and women received

the right to vote. However women were still treated unfairly in society. Men were paid higher for the same job, and not all colleges accepted women. In the 1960's, the Equal pay act was passed. This lessened the gap between men and womens pay greatly so that it is currently almost equal.

African Americans also had problems achieving civil rights. After being enslaved for over a century, they were finally granted the right to vote by the fourteenth amendment. This did not work well though due to the constant poll taxes, literacy tests, and many other forms of regulations implemented by the south in particular to keep them from voting. Until the Voting Rights Bill passed by Johnson in 1965 these were never officially done away with. African Americans also faced segregation in schools and public facilities. In court case Brown v. Board of Education, schools were forced to desegregate and the first black students attended an all white school in Arkansas. Such leaders as Martin Luther King Jr. advocated for passive resistance to segregation and led many sit ins and boycotts. These were ended when Johnson passed the Civil Rights Act of 1964.

For some African Americans who still felt they were being treated unfairly, radicals like the Black Panthers and Malcolm X became the form of rebellion.

Civil Rights have been an issue in American history for centuries. Although there is still some discrimination which takes in minority groups such as African Americans and women, today everyone is given the right to vote and participate in the government, and things have come a long way from what they used to be.

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## Document-Based Essay—Practice Paper – C

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In the United States, during the 20th century, African Americans and women experienced difficulties in achieving equal civil rights. The actions of congress, the Supreme Court, and the president have aided these groups in the struggle for civil rights.

One of the most important goals of African Americans during the 20th century was to gain equal voting rights and end segregation. Many blacks were prevented from voting by poll taxes and literacy tests. These restrictions were most commonly practiced in southern states, but their use began to drop off considerably after 1902. The Civil Rights Act of 1964 prohibited the use of different voter registration standards for blacks and whites.

The other major problem faced by blacks was discrimination and segregation in public places. Especially in the south, Jim Crow laws were used to provide separate public facilities for blacks. Many employers favored whites over blacks, and the blacks that were hired were paid considerably less. Segregation was ended in the Supreme Court case of Brown v. Board of Education, and ~~emp~~ employment discrimination was banned by the Civil Rights Act of 1964.

There were many problems that African Americans and women have experienced in achieving civil rights during the twentieth century. One problem for African Americans would be discrimination in voter registrations as described in document 5. Another would be public segregation such as discrimination, document 4, in restaurants, buses, and bathrooms. One problem for women would be equal pay as described in documents 3 and 6.

The first problem for African Americans achieving civil rights would be the discrimination for Africans to vote. There were many steps taken to ensure that they [African Americans] couldn't vote. One would be the literacy test, where you had to show how educated you were, and the grandfather clause, where your grandfather had to be a citizen of that state so as you were able to vote. A specific action taken to help African Americans would be the voting rights Bill by Lyndon B. Johnson. This was to be used to eliminate segregation in voter registration.

Another problem faced by African Americans would be public segregation. Blacks and whites were usually separated at such public places such as bathrooms, restaurants, and theaters. The Supreme Court stated that separate but equal was permitted in *Plessy v. Ferguson*.

A problem faced by women would be equal pay. Ever since the men have gone off to fight in the war, women have taken over workplaces and businesses to ensure its prosperity. After the war women were expected to return to their traditional role of homemaker. Yet when women work in the same job or position as men they are paid less. An action taken to help women would be the Equal Pay Act. This was the first significant step toward ending wage discrimination toward women, and over time it became more and more effective.

Since the late 1800's early 1900's African Americans and women have had difficulty achieving civil rights. Steps were made to make it more difficult for minorities and women to vote. Yet due to tireless efforts and help from either a branch of government, a group or individual, they have gotten closer, and even achieved, their civil rights.

In the United States, African Americans and women are two minority groups that have had difficulty achieving full civil rights. Presidential, congressional, and Supreme Court decisions, as well as groups and individuals, have helped African Americans and women in their struggle for these rights. These rights, however, have not come easily. Many had to fight and wait a long time for these rights to fully take effect.

One of the major problems that African Americans had in the early 20<sup>th</sup> century was facing voting restrictions. On Southern States, as stated in document 1, they had literacy test which was a test for the African Americans to pass in order to vote. Many were illiterate and therefore could not vote. Another example of a restriction is the Grandfather clause in which it was stated that the African Americans had to have relatives and family ancestry born here to be able to be considered for a right to vote. Discrimination in public accommodations that were of everyday use for any one of any race was a problem. African Americans were separate, but not

equal when it came to transportation, education, parks, and playgrounds.

A problem that women faced in the twentieth century was that of equal representation as well as the right to vote. As stated in Document 2, "all governments derive their power from the consent of the governed" and women used this as their goal. They indicated that they were also part of the governed and therefore they must also be treated equally. Also, women suffered very much. As mentioned in Document 3, women were the ones who suffered when there was war since they were the ones who nursed the injured, worked the factories and were called upon to pay the terrible taxes of the war. A governmental action that attempted to solve this problem was the Equal Pay Act, which represented the most big thing that women had achieved in their struggle for equality. It called for equal pay for women and men. This took some time to get adjusted to, but it eventually gained equal pay and today it still is helping women achieve the rights of equal pay they asked for.

In the Twentieth Century, African Americans

and women were two groups that had difficulty achieving full rights. These rights did not come easily to these two groups. They had to endure many years of fighting and suffering. These things have helped mold the United States into what it is now.

Practice Paper A—Score Level 5

**The response:**

- Thoroughly addresses all aspects of the task for problems experienced by African Americans and women during the 20th century and actions taken to help them achieve civil rights (African Americans: voting restrictions addressed by the Civil Rights Act; segregation addressed by *Brown v. Board of Education*; Women: voting restrictions addressed by the passage of the 19th Amendment; wage inequalities addressed by the Equal Pay Act)
- Incorporates accurate information from all the documents
- Incorporates substantial relevant outside information (Declaration of Independence; terms of grandfather clause; backgrounds of literacy test; cult of domesticity; *Plessy v. Ferguson*; tenant farmers; sharecroppers; African Americans working in northern factories during World War I; Rosa Parks; Martin Luther King, Jr.; Jane Addams; Margaret Sanger; Elizabeth Cady Stanton; Susan B. Anthony; *Brown v. Board of Education*; Great Society)
- Richly supports the theme of civil rights with many relevant facts, examples, and details; is more analytical than descriptive (denial of right-to-vote for both African Americans and women was unreasonable; lack of educational opportunities made it difficult to pass literacy test; enslavement of African American ancestors meant denial of voting because of grandfather clause; only one-half of the people in the nation have rights; after World War I, women were expected to return to traditional roles; impact of *Plessy v. Ferguson*; expectation that African Americans give up factory jobs after war; women worked harder for less pay; political power might help achieve social and economic equality)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme of civil rights by repeating the historical context and concludes with a summation of the theme

**Conclusion:** Overall, the response fits the criteria for Level 5. Although the document and historical references are generally well-integrated, a few aspects of the response are disjointed. The problems of both African Americans and women are discussed first and then the actions taken to help both groups achieve civil rights are thoroughly discussed.

## Practice Paper B—Score Level 4

### The response:

- Addresses all aspects of the task, but does so unevenly by discussing the actions taken to achieve civil rights more thoroughly than the problems experienced in achieving civil rights during the 20th century for both African Americans and women (African Americans: denial of voting rights addressed by Voting Rights Act; segregation addressed by *Brown v. Board of Education* and the Civil Rights Act; Women: denial of suffrage addressed by the work of individuals; denial of equality addressed by Equal Pay Act)
- Incorporates accurate information from documents 1, 3, 4, 5, and 6
- Incorporates relevant outside information (African Americans: abolition movement; enslavement; school segregation; *Brown v. Board of Education*; Black Panthers; Malcolm X; Women: Equal Rights Amendment; Elizabeth Cady Stanton; Susan B. Anthony; Lucretia Mott)
- Includes relevant facts, examples, and details; is more analytical than descriptive (African Americans: 15th Amendment did not work as a result of voting restrictions; radicals still feel there is unfair treatment; Women: women's movement temporarily halted when abolition became more important issue; role in society considered mandatory but unworthy of political status; predominant labor source during World War I; still treated unfairly after 19th Amendment; not all colleges accepted women)
- 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 by comparing the equal rights struggle of African Americans and women and concludes by stating that discrimination continues although there have been gains

**Conclusion:** Overall, the response fits the criteria for Level 4. Despite the confusion regarding the 14th and 15th Amendments, the response demonstrates a good knowledge of historical events and the role they played in the civil rights movement. Document information is integrated effectively and analysis is sound.

## Practice Paper C—Score Level 2

### The response:

- Addresses some aspects of the task for problems experienced by African Americans during the 20th century and actions taken to help them achieve civil rights (denial of voting rights addressed by Civil Rights Act; discrimination in public places addressed by *Brown v. Board of Education*)
- Makes limited use of documents 1 and 4
- Presents little relevant outside information (Jim Crow laws; blacks paid considerably less than whites; *Brown v. Board of Education*)
- Includes few relevant facts, examples, and details (poll taxes and literacy tests prevented blacks from voting; Jim Crow laws used to provide separate public facilities; employers favored whites over blacks; *Brown v. Board of Education* ended discrimination; Civil Rights Act banned discrimination)
- Demonstrates a general plan of organization
- Introduces the theme of civil rights by repeating the historical context but lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. Although this response appears to be well written, few specific historical details are included. Information from the documents is merely reworded to make some relevant statements.

### Practice Paper D—Score Level 3

#### The response:

- Addresses most aspects of the task for problems experienced by African Americans and women during the 20th century and actions taken to help them achieve civil rights (African Americans: denial of voting rights addressed by Voting Rights Bill; segregation; Women: denial of equal pay addressed by Equal Pay Act)
- Incorporates some information from documents 1, 4, 5, and 6
- Incorporates some relevant outside information (public segregation; discrimination on buses and bathrooms; separate but equal; *Plessy v. Ferguson*; traditional role of homemaker)
- Includes some relevant facts, examples, and details; is more descriptive than analytical (literacy test showed education required; Voting Rights Bill used to eliminate segregation in voter registration; provisions of Equal Pay Act becoming more effective today; women took over men's jobs during war to insure prosperity; Equal Pay Act was first significant step in ending wage discrimination)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of civil rights by establishing a framework that is beyond a simple restatement of the historical context and concludes by summarizing the difficulty and tireless efforts in achieving civil rights

**Conclusion:** Overall, the response fits the criteria for Level 3. The response is well organized, beginning with the introduction that is used to outline the plan of action. Accurate conclusions are formed but few details are used to support them.

### Practice Paper E—Score Level 3

#### The response:

- Addresses most aspects of the task for problems experienced by African Americans and women during the 20th century and actions taken to help them achieve civil rights (African Americans: voting restrictions; discrimination; Women: denial of voting rights; denial of equal treatment addressed by Equal Pay Act)
- Incorporates some information from documents 1, 3, 4, and 6
- Incorporates little relevant outside information (terms of literacy test and grandfather clause; many African Americans illiterate; separate but equal; discrimination in parks and playgrounds)
- Includes some relevant facts, examples, and details; is more descriptive than analytical (illiteracy meant African Americans could not vote; since women are part of governed, they should be treated equally)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of civil rights by repeating the historical context and mentioning the difficult process of gaining civil rights and concludes by rewording the introduction

**Conclusion:** Overall, the response fits the criteria for Level 3. The response addresses problems of both groups; however, there is limited interpretation of the documents and limited outside information. Much of the information is general in nature; facts and examples are mentioned but not discussed.

# United States History and Government Specifications

August 2003

## Part I Multiple Choice Questions by Standard

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

## Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Foreign Policy; Presidential Decisions and Actions	Standards 1 and 2: US and NY History; World History
Document-based Essay	Constitutional Principles; Cultural Life; Individuals, Groups, Institutions	Standards 1 and 5: US and NY History; Civics, Citizenship, and Government

# **Regents Examination in United States History and Government — August 2003** **Chart for Determining the Final Examination Score (Use for August 2003 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 43 would receive a final examination score of 78.

**Total  
Essay  
Score →**

0	1	2	3	4	5	6	7	8	9	10
0	1	3	5	8	11	15	18	22	26	31
1	2	4	6	9	12	16	20	24	28	32
2	1	2	5	7	10	13	17	21	25	29
3	2	3	5	8	11	15	18	22	26	31
4	2	4	6	9	12	16	20	24	28	32
5	3	5	7	10	13	17	21	25	29	34
6	3	5	8	11	15	18	22	26	31	35
7	4	6	9	12	16	20	24	28	32	37
8	5	7	10	13	17	21	25	29	34	38
9	5	8	11	15	18	22	26	31	35	40
10	6	9	12	16	20	24	28	32	37	42
11	7	10	13	17	21	25	29	34	38	43
12	8	11	15	18	22	26	31	35	40	45
13	9	12	16	20	24	28	32	37	42	46
14	10	13	17	21	25	29	34	38	43	48
15	11	15	18	22	26	31	35	40	45	50
16	12	16	20	24	28	32	37	42	46	51
17	13	17	21	25	29	34	38	43	48	53
18	15	18	22	26	31	35	40	45	50	54
19	16	20	24	28	32	37	42	46	51	56
20	17	21	25	29	34	38	43	48	53	57
21	18	22	26	31	35	40	45	50	54	59
22	20	24	28	32	37	42	46	51	56	61
23	21	25	29	34	38	43	48	53	57	62
24	22	26	31	35	40	45	50	54	59	64
25	24	28	32	37	42	46	51	56	61	65
26	25	29	34	38	43	48	53	57	62	67
27	26	31	35	40	45	50	54	59	64	68
28	28	32	37	42	46	51	56	61	65	70
29	29	34	38	43	48	53	57	62	67	71

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

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

0	1	2	3	4	5	6	7	8	9	10
30	31	35	40	45	50	54	59	64	68	73
31	32	37	42	46	51	56	61	65	70	74
32	34	38	43	48	53	57	62	67	71	75
33	35	40	45	50	54	59	64	68	73	77
34	37	42	46	51	56	61	65	70	74	78
35	38	43	48	53	57	62	67	71	75	80
36	40	45	50	54	59	64	68	73	77	81
37	42	46	51	56	61	65	70	74	78	82
38	43	48	53	57	62	67	71	75	80	83
39	45	50	54	59	64	68	73	77	81	85
40	46	51	56	61	65	70	74	78	82	86
41	48	53	57	62	67	71	75	80	83	87
42	50	54	59	64	68	73	77	81	85	88
43	51	56	61	65	70	74	78	82	86	89
44	53	57	62	67	71	75	80	83	87	90
45	54	59	64	68	73	77	81	85	88	91
46	56	61	65	70	74	78	82	86	89	92
47	57	62	67	71	75	80	83	87	90	93
48	59	64	68	73	77	81	85	88	91	94
49	61	65	70	74	78	82	86	89	92	94
50	62	67	71	75	80	83	87	90	93	95
51	64	68	73	77	81	85	88	91	94	96
52	65	70	74	78	82	86	89	92	94	97
53	67	71	75	80	83	87	90	93	95	97
54	68	73	77	81	85	88	91	94	96	98
55	70	74	78	82	86	89	92	94	97	99
56	71	75	80	83	87	90	93	95	97	99
57	73	77	81	85	88	91	94	96	98	99
58	74	78	82	86	89	92	94	97	98	99
59	75	80	83	87	90	93	95	97	99	100