

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

**UNITED STATES HISTORY
AND
GOVERNMENT**

Wednesday, June 16, 2004 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

Print your name and the name of your school on the lines above. 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.

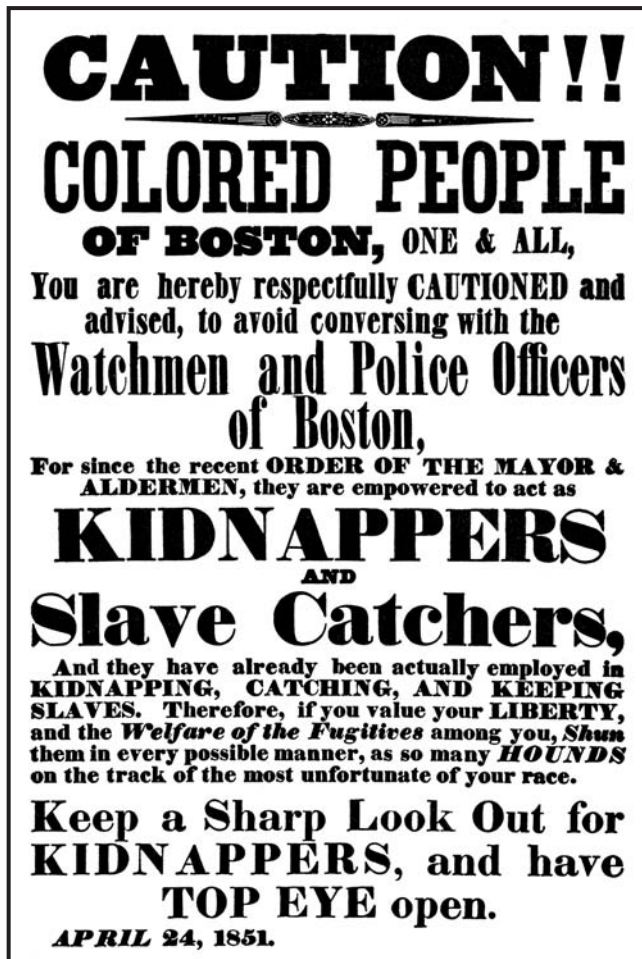
Part I

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 writing the <i>Declaration of Independence</i>, Thomas Jefferson was influenced most by John Locke's idea of</p> <ul style="list-style-type: none">(1) due process of law(2) natural rights(3) the rights of the accused(4) the right to privacy <p>2 During the Constitutional Convention of 1787, the plans for Congress proposed by delegates from New Jersey and Virginia differed mainly over the issue of</p> <ul style="list-style-type: none">(1) life terms of office or short terms of office(2) appointed legislators or elected legislators(3) equal state representation or proportionate state representation(4) power to check other branches or power limited to lawmaking <p>3 Which governmental action illustrates the system of checks and balances?</p> <ul style="list-style-type: none">(1) a senator helping a governor solve a state problem(2) the president negotiating a trade agreement with foreign diplomats(3) the Senate ratifying a peace treaty(4) Congress raising taxes to pay for federal programs <p>4 A major criticism of the electoral college system has been that</p> <ul style="list-style-type: none">(1) party loyalty is weakened after a presidential election(2) electors frequently fail to vote for a candidate(3) members of the electoral college are appointed for life terms(4) a president may be elected without receiving the majority of the popular vote | <p>5 Which feature must a nation have to be considered a democracy?</p> <ul style="list-style-type: none">(1) a strong president(2) citizen participation in government(3) elected judges to conduct trials(4) a set of laws <p>6 The Supreme Court has the power to</p> <ul style="list-style-type: none">(1) control the federal budget(2) vote to end a tie in the Senate(3) approve presidential appointments(4) interpret the Constitution <p>7 Conflicts between Jeffersonians and Hamiltonians during President George Washington's first administration led directly to the</p> <ul style="list-style-type: none">(1) end of the Era of Good Feelings(2) decision to replace the Articles of Confederation(3) addition of the elastic clause to the Constitution(4) start of the first political parties <p>8 The term <i>Manifest Destiny</i> was first used to support</p> <ul style="list-style-type: none">(1) independence from Great Britain(2) westward expansion to the Pacific Ocean(3) efforts to stop secession of Southern states(4) laws restricting labor union activity <p>9 Which region of the United States was most directly affected by the passage of the Homestead Act?</p> <ul style="list-style-type: none">(1) Atlantic Coast(2) Rocky Mountains(3) Appalachian Mountains(4) Great Plains |
|---|---|

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

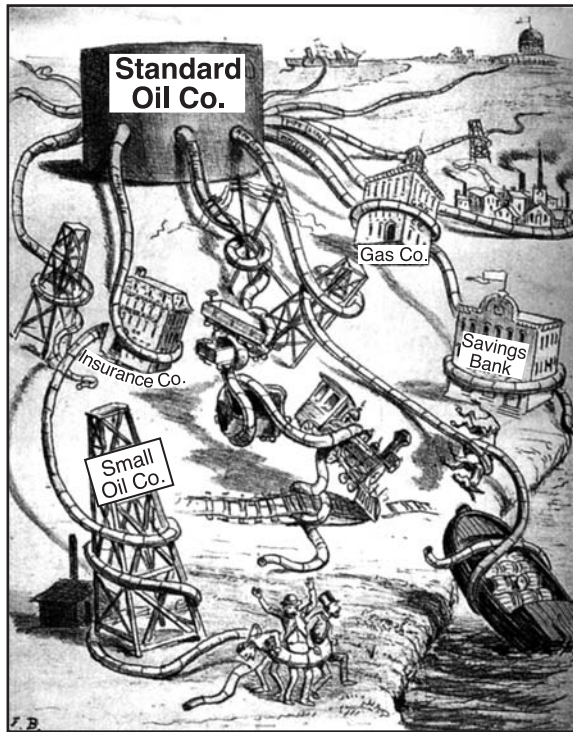


Source: Library of Congress, *The American Time Capsule: Three Centuries of Broadsides and other Printed Ephemera*

- 10 This poster from the 1850s appeared in response to the
- (1) passage of the fugitive slave law
 - (2) start of the Civil War
 - (3) issuance of the Emancipation Proclamation
 - (4) enactment of the 13th Amendment
-
- 11 In the mid-1800s, the growth of the populations of California and the western territories was mainly a result of the
- (1) discovery of gold and silver
 - (2) opening of the Panama Canal
 - (3) migration of freedmen after the Civil War
 - (4) secession of the Southern states

- 12 In the late 1800s, the Granger movement tried to improve conditions for farmers by
- (1) lowering the rate of inflation
 - (2) strengthening the gold standard
 - (3) forcing railroads to lower their rates
 - (4) making labor unions stronger
- 13 The passage of the Dawes Act in 1887 was primarily an attempt by the United States government to
- (1) limit the power of the Bureau of Indian Affairs
 - (2) return eastern land to Native American Indian tribes
 - (3) encourage Native American Indians to give up their traditional cultures
 - (4) hire Native American Indians as military scouts
- 14 In the late 1800s, supporters of laissez-faire capitalism claimed that government regulation of business would be
- (1) essential to protect the rights of consumers
 - (2) necessary to provide jobs for the unemployed
 - (3) useful in competing with foreign nations
 - (4) harmful to economic growth
- 15 Why did the United States follow a policy of open immigration during much of the 1800s?
- (1) Many United States citizens wanted to live abroad.
 - (2) The United States had a shortage of labor.
 - (3) Prosperous conditions in Europe resulted in fewer immigrants coming to the United States.
 - (4) Immigrants provided United States industry with investment capital.
- 16 An important result of the Spanish-American War of 1898 was that the United States
- (1) acquired territories in Africa
 - (2) became a world power with an overseas empire
 - (3) improved its relations with Germany
 - (4) lost interest in Latin American affairs

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



Source: Herman Viola, *Why We Remember: United States History*, Addison-Wesley (adapted)

17 Which economic concept is best illustrated by the cartoon?

- (1) supply and demand (3) monopoly
- (2) mercantilism (4) trade

18 Mark Twain labeled the late 1800s in the United States the “Gilded Age” to describe the

- (1) end of the practice of slavery
- (2) absence of international conflicts
- (3) extremes of wealth and poverty
- (4) achievements of the labor movement

19 One idea that both Booker T. Washington and W. E. B. Du Bois supported is that

- (1) African Americans should have increased civil rights
- (2) vocational training was the best approach to education
- (3) immigration was responsible for racial segregation
- (4) Jim Crow laws were needed to help African Americans

20 During the late 1800s and early 1900s, where did most of the immigrants to the United States settle?

- (1) urban centers of the Northeast
- (2) plantations of the New South
- (3) mining areas of the Far West
- (4) farming regions of the Great Plains

21 Which reform idea was a common goal of the Populists and the Progressives?

- (1) restoration of the nation’s cities
- (2) expansion of opportunities for immigrants
- (3) improvement in the status of African Americans
- (4) greater control of government by the people

22 Jane Addams and Jacob Riis were most notable for their efforts to

- (1) treat the wounded in World War I
- (2) stop the spread of diseases in Latin America
- (3) legalize birth control for women
- (4) aid the urban poor

23 The Federal Reserve System was created to

- (1) maintain a national petroleum supply
- (2) provide military support for the armed forces
- (3) protect consumers from fraud
- (4) manage the nation’s supply of currency and interest rates

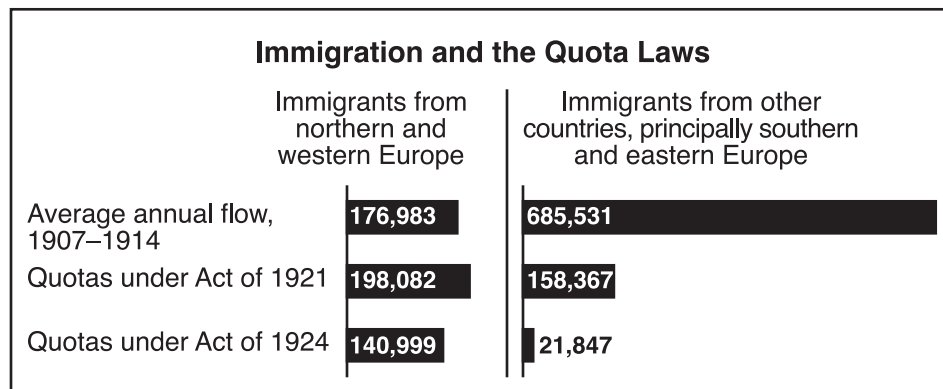
24 One goal for a lasting peace that President Woodrow Wilson included in his Fourteen Points was

- (1) establishing a League of Nations
- (2) maintaining a permanent military force in Europe
- (3) returning the United States to a policy of isolationism
- (4) blaming Germany for causing World War I

25 Which event of the 1920s symbolized a conflict over cultural values?

- (1) election of Herbert Hoover
- (2) transatlantic flight of Charles Lindbergh
- (3) Scopes trial
- (4) stock market crash

Base your answers to questions 26 and 27 on the chart below and on your knowledge of social studies.



Source: Thomas A. Bailey et al., *The American Pageant*, D.C. Heath and Co., 1998 (adapted)

- 26 The data in the chart support the idea that the immigration laws of 1921 and 1924 were primarily designed to

 - (1) stop illegal entry into the country
 - (2) admit skilled workers
 - (3) encourage immigration from southern Europe
 - (4) reduce immigration from specific regions

27 The United States adopted the immigration policies shown in the chart mainly because of

 - (1) pressures from nativists and labor unions
 - (2) hardships caused by the Great Depression
 - (3) prejudices generated during World War II
 - (4) threats from other nations to stop migration to the United States
-
- 28 The “clear and present danger” doctrine stated by the Supreme Court in the case of *Schenck v. United States* (1919) had an important impact on the Bill of Rights because it

 - (1) limited the powers of the president
 - (2) placed limits on freedom of speech
 - (3) clarified standards for a fair trial
 - (4) expanded the rights of persons accused of crimes

31 Which statement best illustrates a basic idea of President Franklin D. Roosevelt’s New Deal?

 - (1) Communism provides the only real solution to economic problems.
 - (2) Unemployed workers should rely on the states rather than on the federal government for help.
 - (3) The United States reached its economic peak in the 1920s and is now a declining industrial power.
 - (4) The economy sometimes needs public money to encourage business activity.
- 29 Which group of Americans generally failed to experience the economic prosperity of the 1920s?

(1) farmers	(3) consumers
(2) retailers	(4) manufacturers

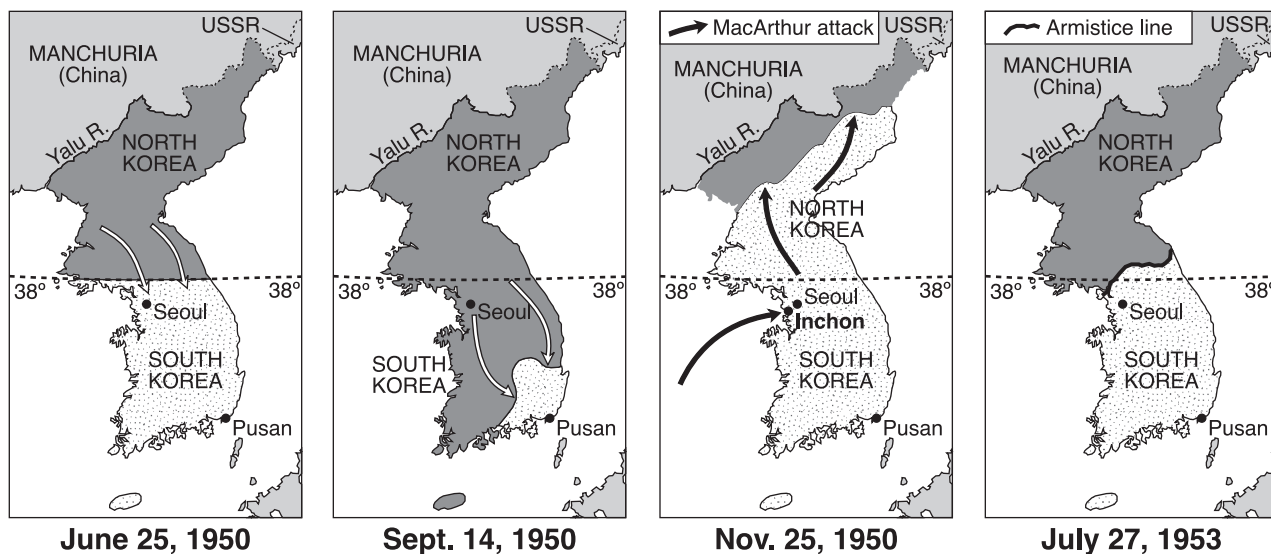
32 Which action by President Franklin D. Roosevelt challenged the principle of checks and balances?

 - (1) frequently vetoing New Deal legislation
 - (2) trying to increase the number of justices on the Supreme Court
 - (3) taking over the Senate’s treaty ratification power
 - (4) desegregating defense industries
- 30 A primary objective of United States foreign policy during the 1930s was to

 - (1) avoid involvement in Asian and European conflicts
 - (2) protect business interests in Africa through direct intervention
 - (3) strengthen international peacekeeping organizations
 - (4) acquire overseas land as colonies

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

The Korean War



Source: Thomas A. Bailey et al., *The American Pageant: A History of the Republic*, Houghton Mifflin Company, 1998 (adapted)

33 Which generalization about the Korean War is supported by information on the maps?

- (1) The war began when South Korea attacked North Korea.
- (2) General MacArthur launched an invasion from China early in the war.
- (3) Neither side experienced a major military victory during the war.
- (4) At the end of the war, Korea remained a divided nation.

34 During World War II, many Japanese Americans living on the West Coast were relocated to detention centers primarily because they

- (1) were known spies for Japan
- (2) were seen as a security threat
- (3) refused to serve in the United States military
- (4) expressed their support for Italy and Germany

35 To help pay for World War II, the United States government relied heavily on the

- (1) money borrowed from foreign governments
- (2) sale of war bonds
- (3) sale of United States manufactured goods to neutral nations
- (4) printing of additional paper money

36 The primary goal of the United States foreign policy of containment was to

- (1) return to noninvolvement in world affairs
- (2) stop communist influence from spreading
- (3) gain territories in Africa and Latin America
- (4) overthrow existing dictatorships

37 The GI Bill affected American society after World War II by

- (1) eliminating child labor
- (2) expanding voting rights
- (3) increasing spending on space exploration
- (4) extending educational and housing opportunities

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

“ . . . In a sense we’ve come to our nation’s capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the ‘unalienable Rights of Life, Liberty, and the pursuit of Happiness.’ It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked ‘insufficient funds.’ ” . . .

— Martin Luther King, Jr., August 28, 1963

- 38 The focus of this passage from Dr. King’s speech was his belief that
- (1) equal rights for all were guaranteed by the founders of this nation
 - (2) Americans had become blind to racial differences
 - (3) violence was often necessary for the protection of civil liberties
 - (4) civil rights for African Americans would always be a dream
-
- 39 As a result of the Supreme Court ruling in *Miranda v. Arizona* (1966), a person accused of a crime is entitled to
- (1) a speedy trial
 - (2) reasonable bail
 - (3) a reading of his or her rights at the time of arrest
 - (4) protection against cruel or unusual punishment
- 40 A major goal of President Lyndon B. Johnson’s Great Society was to
- (1) provide government aid to business
 - (2) end poverty in the United States
 - (3) conserve natural resources
 - (4) stop emigration from Latin America

- 41 In 1991, one of the reasons President George H. W. Bush committed United States troops to the Persian Gulf War was to
- (1) maintain the flow of trade through the Suez Canal
 - (2) fulfill military obligations as a member of the North American Free Trade Agreement (NAFTA)
 - (3) contain the spread of communism in the Middle East
 - (4) assure the flow of Middle East oil to the United States and its allies
- 42 The program that promotes preference in hiring for African Americans and other minorities to correct past injustices is known as
- (1) Title IX
 - (2) open admissions
 - (3) affirmative action
 - (4) Head Start
- 43 Which Supreme Court case is correctly paired with the constitutional issue it addressed?
- (1) *Gibbons v. Ogden* — interstate commerce
 - (2) *Dred Scott v. Sanford* — executive privilege
 - (3) *Gideon v. Wainwright* — voting rights
 - (4) *Roe v. Wade* — rights of the accused
- 44 One similarity between the actions of Samuel Gompers and Cesar Chavez is that both leaders
- (1) organized workers to strive for better conditions
 - (2) relied on the use of force to gain minority rights
 - (3) advocated federal regulation of railroad rates
 - (4) worked to improve consumer product safety
- 45 Which heading would be most appropriate for the partial outline below?
- I. _____

A. Wages lagging behind the cost of living
B. Overproduction of consumer goods
C. Excessive buying on credit
- (1) Mercantilist Economic Theory
 - (2) Features of a Bull Stock Market
 - (3) Monopolistic Business Practices
 - (4) Causes of the Great Depression

Base your answers to questions 46 and 47 on the speakers' statements below and on your knowledge of social studies.

Speaker A: "The current situation has necessitated that more women enter the workforce."

Speaker B: "My family will have to get along without sugar and flour this week."

Speaker C: "I say we should continue to support our president, even if a president has never been elected to four terms before now."

Speaker D: "I support the government in everything it has to do, to be sure we are safe from fascism here at home."

46 These speakers would have made these statements during

- | | |
|------------------|---------------------|
| (1) World War I | (3) the Korean War |
| (2) World War II | (4) the Vietnam War |

47 Which situation is *Speaker B* describing?

- (1) destruction of crops during wartime
- (2) need for importation of food products
- (3) food rationing to support a war effort
- (4) limitation of agricultural production through farm subsidies

48 "The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex. . . ."

— 19th Amendment, *United States Constitution*

Which group of women worked for the passage of this amendment?

- (1) Harriet Tubman, Jane Addams, and Dorothea Dix
- (2) Susan B. Anthony, Carrie Chapman Catt, and Elizabeth Cady Stanton
- (3) Madeline Albright, Geraldine Ferraro, and Sandra Day O'Connor
- (4) Clara Barton, Amelia Earhart, and Eleanor Roosevelt

49 Which foreign policy agreement had the most direct influence on the Middle East?

- (1) Kellogg-Briand Pact
- (2) Yalta Conference declaration
- (3) SALT I Treaty
- (4) Camp David Accords

50 The domino theory was used to justify United States involvement in the

- | | |
|--------------------|--------------------|
| (1) War on Poverty | (3) Bosnian crisis |
| (2) Berlin airlift | (4) Vietnam War |

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) describe means “to illustrate something in words or tell about it”

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: Geography and United States Government Actions

Geographic factors often influence United States government actions, both foreign and domestic. Some of these factors include location, physical environment, movement of people, climate, and resources.

Task:

Identify *two* actions taken by the United States government that were influenced by geographic factors, and for *each* action:

- Discuss the historical circumstances that resulted in the government action
- Discuss the influence of a geographic factor on the action
- Describe the impact of the government action on the United States

From your study of United States history, you may use any federal government action that was influenced by geography. Some suggestions you might wish to consider include the Louisiana Purchase (1803), issuance of the Monroe Doctrine (1823), passage of the Homestead Act (1862), decision to build the transcontinental railroad (1860s), acquisition of the Philippines (1898), decision to build the Panama Canal (early 1900s), and passage of the Interstate Highway Act (1956).

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*

In developing your answer to Part III, be sure to keep this general definition in mind:

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

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1–8). 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 both the source of each document and any point of view that may be presented in the document.

Historical Context:

The Civil War and the period of Reconstruction brought great social, political, and economic changes to American society. The effects of these changes continued into the 20th century.

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

- Identify and discuss **one** social, **one** political, **AND one** economic change in American society that occurred as a result of the Civil War or the period of Reconstruction

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

. . . All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws. . . .

— 14th Amendment, Section 1, 1868

1a How does the 14th Amendment define citizenship? [1]

Score

b During Reconstruction, how was the 14th Amendment intended to help formerly enslaved persons? [1]

Score

Document 2

. . . History does not furnish an example of emancipation under conditions less friendly to the emancipated class than this American example. Liberty came to the freedmen of the United States not in mercy, but in wrath [anger], not by moral choice but by military necessity, not by the generous action of the people among whom they were to live, and whose good-will was essential to the success of the measure, but by strangers, foreigners, invaders, trespassers, aliens, and enemies. The very manner of their emancipation invited to the heads of the freedmen the bitterest hostility of race and class. They were hated because they had been slaves, hated because they were now free, and hated because of those who had freed them. Nothing was to have been expected other than what has happened, and he is a poor student of the human heart who does not see that the old master class would naturally employ every power and means in their reach to make the great measure of emancipation unsuccessful and utterly odious [hateful]. It was born in the tempest and whirlwind [turmoil] of war, and has lived in a storm of violence and blood. When the Hebrews were emancipated, they were told to take spoil [goods or property] from the Egyptians. When the serfs of Russia were emancipated [in 1861], they were given three acres of ground upon which they could live and make a living. But not so when our slaves were emancipated. They were sent away empty-handed, without money, without friends, and without a foot of land to stand upon. Old and young, sick and well, were turned loose to the open sky, naked to their enemies. The old slave quarter that had before sheltered them and the fields that had yielded them corn were now denied them. The old master class, in its wrath, said, "Clear out! The Yankees have freed you, now let them feed and shelter you! . . ."

Source: Frederick Douglass, *Life and Times of Frederick Douglass*, Park Publishing Co., 1881

- 2 According to this document, what did Frederick Douglass identify as a problem with the way the United States government emancipated the slaves? [1]

Score

Document 3

. . . We believe you are not familiar with the description of the Ku Klux Klans riding nightly over the country, going from county to county, and in the county towns, spreading terror wherever they go by robbing, whipping, ravishing, and killing our people without provocation [reason], compelling [forcing] colored people to break the ice and bathe in the chilly waters of the Kentucky river.

The [state] legislature has adjourned. They refused to enact any laws to suppress [stop] Ku-Klux disorder. We regard them [the Ku-Kluxers] as now being licensed to continue their dark and bloody deeds under cover of the dark night. They refuse to allow us to testify in the state courts where a white man is concerned. We find their deeds are perpetrated [carried out] only upon colored men and white Republicans. We also find that for our services to the government and our race we have become the special object of hatred and persecution at the hands of the Democratic Party. Our people are driven from their homes in great numbers, having no redress [relief from distress] only [except] the United States court, which is in many cases unable to reach them.

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

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

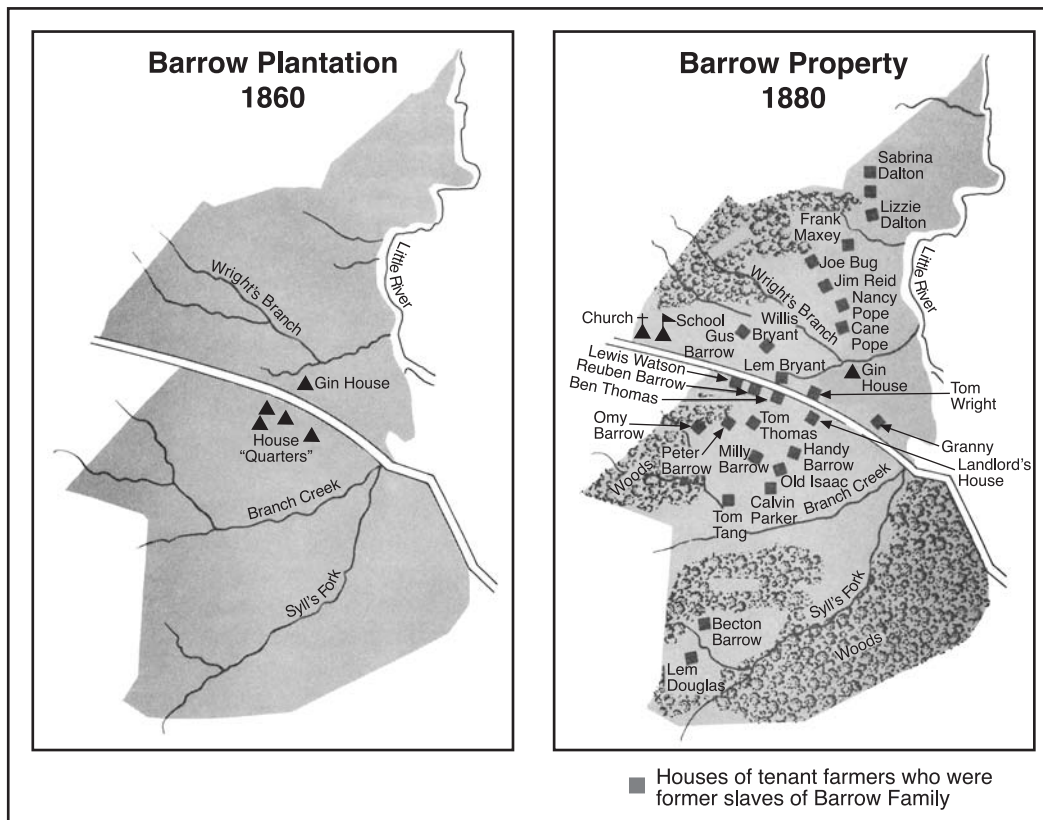
3a Based on this document, identify **one** way the Ku Klux Klan terrorized African Americans. [1]

Score

b According to this document, how did the actions of the Ku Klux Klan affect African Americans' participation in the political process? [1]

Score

Document 4



Sources: *Scribner's Monthly*, "A Georgia Plantation," April 1881 and Graebner and Richards, *The American Record*, McGraw Hill, 2001 (adapted)

- 4 According to these illustrations, how did the economic role of African Americans change between 1860 and 1880? [1]

Score

Document 5

. . . When we come to the New Industrial South the change is marvellous, and so vast and various that I scarcely know where to begin in a short paper that cannot go much into details. Instead of a South devoted to agriculture and politics, we find a South wide-awake to business, excited and even astonished at the development of its own immense resources in metals, marbles, coal, timber, fertilizers, eagerly laying lines of communication, rapidly opening mines, building furnaces, foundries [workplace where melted metal is poured into molds], and all sorts of shops for utilizing the native riches. It is like the discovery of a new world. When the Northerner finds great foundries in Virginia using only (with slight exceptions) the products of Virginia iron and coal mines; when he finds Alabama and Tennessee making iron so good and so cheap that it finds ready market in Pennsylvania; and foundries multiplying near the great furnaces for supplying Northern markets; when he finds cotton-mills running to full capacity on grades of cheap cottons universally in demand throughout the South and Southwest; when he finds small industries, such as paper-box factories and wooden bucket and tub factories, sending all they can make into the North and widely over the West; when he sees the loads of most beautiful marbles shipped North; when he learns that some of the largest and most important engines and mill machinery were made in Southern shops; when he finds in Richmond a “pole locomotive,” made to run on logs laid end to end, and drag out from Michigan forests and Southern swamps lumber hitherto inaccessible; when he sees worn out highlands in Georgia and Carolina bear more cotton than ever before by help of a fertilizer the base of which is the cotton seed itself (worth more as a fertilizer than it was before the oil was extracted from it); when he sees a multitude of small shops giving employment to men, women, and children who never had any work of that sort to do before; and when he sees Roanoke iron cast in Richmond into car irons, and returned to a car factory in Roanoke which last year sold three hundred cars to the New York and New England Railroad—he begins to open his eyes. The South is manufacturing a great variety of things needed in the house, on the farm, and in the shops, for home consumption, and already sends to the North and West several manufactured products. With iron, coal, timber contiguous [adjoining] and easily obtained, the amount sent out is certain to increase as the labor becomes more skillful. The most striking industrial development today is in iron, coal, lumber, and marbles; the more encouraging for the self-sustaining life of the Southern people is the multiplication of small industries in nearly every city I visited. . . .

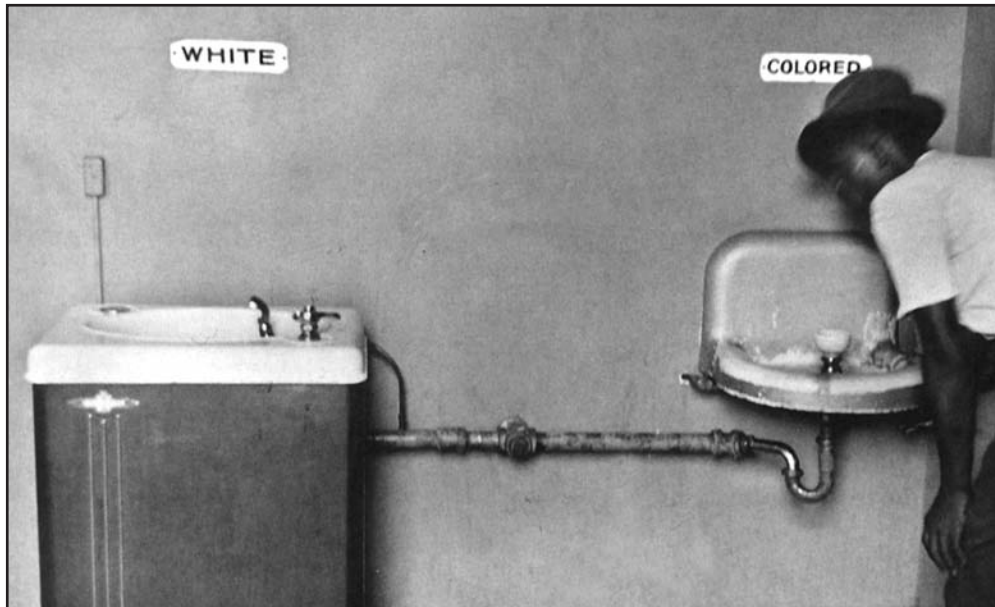
Source: Charles Dudley Warner, “The South Revisited,”
Harper’s New Monthly Magazine (March 1887)

- 5 According to this passage, what was **one** economic change that had occurred in the South by 1887? [1]

Score

Document 6

A Public Fountain in North Carolina, 1950



— Photograph by Elliott Erwit
Source: Steve Kasher, *The Civil Rights Movement: A Photographic History, 1954–68*,
Abbeville Press

- 6 What does this photograph show about the treatment of African Americans in the South after Reconstruction? [1]

Score

Document 7

. . . Since 1868 there has been a steady and persistent determination to eliminate us from the politics of the Southern States. We are not to be eliminated. Suffrage is a federal guaranty and not a privilege to be conferred [given] or withheld by the States. We contend for the principle of manhood suffrage as the most effective safeguard of citizenship. A disfranchised citizen [one who is deprived of the right to vote] is a pariah [outcast] in the body politic. We are not opposed to legitimate restriction of the suffrage, but we insist that restrictions shall apply alike to all citizens of all States. We are willing to accept an educational or property qualification, or both; and we contend that retroactive legislation depriving citizens of the suffrage rights is a hardship which should be speedily passed upon by the courts. We insist that neither of these was intended or is conserved [protected] by the new constitutions of Mississippi, South Carolina or Louisiana. Their framers intended and did disfranchise a majority of their citizenship [deprived them of the right to vote] because of “race and color” and “previous condition,” and we therefore call upon the Congress to reduce the representation of those States in the Congress as provided and made mandatory by Section 2 of Article XIV of the Constitution. We call upon Afro-Americans everywhere to resist by all lawful means the determination to deprive them of their suffrage rights. If it is necessary to accomplish this vital purpose to divide their vote in a given State we advise that they divide it. The shibboleth [custom] of party must give way to the shibboleth of self-preservation. . . .

— Afro-American Council public statement, 1898

Source: Francis L. Broderick and August Meier, *Negro Protest Thought in the Twentieth Century*,
Bobbs-Merrill Company

7 What political problem is being described in this passage? [1]

Score

Document 8



Parade in New York City sponsored by the NAACP in 1917

Source: Robert Divine et al., *America Past and Present*, Addison Wesley (adapted)

8 What was the general goal of the marchers shown in this photograph? [1]

Score

Part B

Essay

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

Historical Context:

The Civil War and the period of Reconstruction brought great social, political, and economic changes to American society. The effects of these changes continued into the 20th century.

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

- Identify and discuss **one** social, **one** political, **AND one** economic change in American society that occurred as a result of the Civil War or the period of Reconstruction

Guidelines:

In your essay, be sure to

- Address all aspects of the *Task* by accurately analyzing and interpreting at least **five** documents
- Incorporate information from the documents in the body of the essay
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization
- Introduce the theme by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and conclude with a summation of the theme

Tear Here

Tear Here

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY
AND GOVERNMENT

Wednesday, June 16, 2004 — 9:15 a.m. to 12:15 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..... |
| 12..... | 37..... |
| 13..... | 38..... |
| 14..... | 39..... |
| 15..... | 40..... |
| 16..... | 41..... |
| 17..... | 42..... |
| 18..... | 43..... |
| 19..... | 44..... |
| 20..... | 45..... |
| 21..... | 46..... |
| 22..... | 47..... |
| 23..... | 48..... |
| 24..... | 49..... |
| 25..... | 50..... |

No.
Right

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

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

Signature

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Wednesday, June 16, 2004 — 9:15 a.m. to 12:15 p.m., only

SCORING KEY AND RATING GUIDE

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site <http://www.emsc.nysed.gov/osa/> and select the link "Latest News" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and at least one more time before the final scores for the examination are recorded.

Contents of the Rating Guide

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

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

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

- A question-specific rubric

Mechanics of Rating

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

United States History and Government

June 16, 2004

Part I

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

Cut Here

Cut Here

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THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

Scoring the Part I Multiple-Choice Questions

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

Rating the Essay Questions

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

Rating the Scaffold (open-ended) Questions

- (1) Follow a similar procedure for training raters.
- (2) The scaffold questions need only be scored by one rater.
- (3) The scores for each scaffold question may be recorded in the student's examination booklet.

The scoring coordinator will be responsible for organizing the movement of papers, calculating a final score for each student's essay, recording that score on the student's Part I answer sheet, and determining the student's final examination score. The chart located at the end of these scoring materials must be used for determining the final examination score.

United States History and Government
Content-Specific Rubric
Thematic Essay—June 2004

Theme: Geography and United States Government Actions

Geographic factors often influence United States government actions, both foreign and domestic. Some of these factors include location, physical environment, movement of people, climate, and resources,

Task: Identify *two* actions taken by the United States government that were influenced by geographic factors, and for *each* action:

- Discuss the historical circumstances that resulted in the government action
- Discuss the influence of a geographic factor on the action
- Describe the impact of the government action on the United States

From your study of United States history, you may use any federal government action that was influenced by geography. Some suggestions you might wish to consider include the Louisiana Purchase (1803), issuance of the Monroe Doctrine (1823), passage of the Homestead Act (1862), decision to build the transcontinental railroad (1860s), acquisition of the Philippines (1898), decision to build the Panama Canal (early 1900s) and passage of the Interstate Highway Act (1956).

Scoring Note: A response may discuss the influence of geographic factors on the government action as a separate aspect of the task, or it may incorporate the influence of geographic factors as part of the discussion of the historical circumstances that resulted in the government action.

Score of 5:

- Shows a thorough understanding of *two* United States government actions that were influenced by geographic factors, the influence of these geographic factors on the actions, and the impact of these government actions
- Thoroughly addresses all aspects of the task evenly and in depth by identifying *two* United States government actions, discussing the historical circumstances that resulted in the government actions, discussing the influence of geographic factors on the actions, and describing the impact of the actions on the United States
- Analyzes and evaluates the historical circumstances, the influence of geographic factors, and the impact of these government actions; is more analytical than descriptive
- Richly supports the theme with relevant facts, examples, and details
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Includes an introduction and a conclusion that are beyond a simple restatement of the theme

Score of 4:

- Shows a good understanding of *two* United States government actions that were influenced by geographic factors, the influence of these geographic factors on the actions, and the impact of these government actions
- Addresses all aspects of the task, but may do so somewhat unevenly by discussing all aspects of the task for one government action more thoroughly than all aspects for the other action, *or* discussing one aspect of the task less thoroughly than the other aspects of the task for both government actions
- Analyzes and evaluates the historical circumstances, the influence of geographic factors, and the impact of these government actions; may be more descriptive than analytical
- Includes relevant facts, examples, and details
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Includes an introduction and a conclusion that are beyond a simple restatement of the theme

Score of 3:

- Shows a satisfactory understanding of United States government actions that were influenced by geographic factors and the impact of these government actions
- Addresses most aspects of the task *or* addresses all aspects of the task in a limited way
- Analyzes or evaluates the historical circumstances and the impact of United States government actions, but not in any depth; may mention or imply that geographic factors have influenced government actions; is more descriptive than analytical
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Includes an introduction and a conclusion that may be a simple restatement of the theme

Some Examples of Addressing the Task at Level 3

Holistic Scoring Reminder: These examples apply only to the evaluation of bullet 2.
A response meeting the criteria below does not, by itself, make it a Level 3 response.

1. Addresses ***all*** aspects of the task for ***one*** government action fully and ***one*** aspect of the task for a ***second*** government action.
2. Addresses ***two*** aspects of the task for ***two*** government actions fully.
3. Addresses ***all*** aspects of the task in a limited way for ***two*** government actions.
4. Thoroughly addresses ***all*** aspects of the task for ***one*** government action, applying level 5 criteria.

Score of 2:

- Shows a limited understanding of United States government actions that were influenced by geographic factors and the impact of these government actions
- Addresses some aspects of the task with a limited discussion of at least ***one*** aspect of the task for ***two*** government actions or a limited discussion of ***all*** aspects of the task for ***one*** government action
- May develop a faulty or weak analysis or evaluation of the historical circumstances of United States government actions and the impact of these government actions
- Includes few relevant 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 discussed
- May lack an introduction and/or conclusion *or* these elements may not refer to the theme

Score of 1:

- Shows little understanding of United States government actions that were influenced by geographic factors and the impact of these government actions
- Minimally addresses some aspects of the task by making some comments about at least ***one*** aspect of the task for at least ***one*** government action
- May lack an analysis or evaluation of the historical circumstances of United States government actions and the impact of government actions
- Includes few relevant facts, examples, or 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 discussed
- 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

Geographic factors have often influenced United States government actions at home and abroad. Location, movement of people, resources, climate, and physical environment are some of the factors that influenced these actions by the government. Two obvious examples of geographic factors influencing the actions of the United States government are the decision to build the Panama Canal in the early 1900's and the decision to build a transcontinental railroad in the 1860's.

The decision of the United States government to build the Panama Canal was greatly influenced by geographic factors. Since colonial times people had tried to find a passage through the Americas to the Pacific Ocean because the advantages in trade and the movement of people would be phenomenal. No passage was found and as such the French decided to build one under the leadership of de Lesseps. Panama was an ideal location for this canal because of its location on the narrow strip of land separating the two oceans. The French company went bankrupt and the United States government decided to pick up where the French left off. They encouraged the

Panamanian Independence, movement from Colombia so they could build there instead of using the longer Nicaraguan route. When the Canal was finished, the United States had control of the shortest route from the Atlantic to the Pacific. The U.S. Navy could be moved quickly for national security purposes. Goods could also be moved from the east coast to the west coast faster.

The decision of the United States government to build a transcontinental railroad was also greatly influenced by geographic factors. As the number of people living in the United States increased through immigration and natural means the east coast and its cities became crowded.

There was available farmland although most immigrants could not afford to move west. ~~and~~ ~~so~~ People wanted to turn west for more land. Through war, purchase, and annexation the United States expanded to the west coast and the western lands became more attractive. People migrated west, but the travel was hard and through inhospitable terrain. Many who attempted the covered wagon ride died such as the

Donner Party, before reaching their destination. To make easier the development of the west the US government decided to build a transcontinental railroad. When it was finished many people moved west to claim the land and loans which had been given to railroads to encourage them to build and expand. The population of the western lands increased to where they could be admitted as states.

Also as a result, large numbers of buffalo were slaughtered and Native Americans were forced off their land. The government's intent was to unify the country although sectional differences did not disappear.

Due to geographic factors the United States government has often chosen to take certain actions. The creation of the Panama Canal and the building of the transcontinental railroad are two examples of this. The government took these actions for a variety of reasons including location, movement of people and resources.

Anchor Level 5-A

The response:

- Shows a thorough understanding of two United States government actions that were influenced by geographic factors, the influence of these geographic factors on the actions, and the impact of these government actions
- Thoroughly addresses all aspects of the task evenly and in depth for the decisions to build the Panama Canal and the transcontinental railroad
- Analyzes and evaluates the historical circumstances, the influence of geographic factors, and the impact of these government actions; is more analytical than descriptive (*Panama Canal*: since colonial times people had tried to find a passage through the Americas to the Pacific Ocean because the advantage in trade would be phenomenal; Panama was an ideal location for this canal because of its location on the narrow strip of land separating the two oceans; the United States government decided to pick up where the French left off; they encouraged the Panamanian Independence movement from Colombia so they could build there instead of the longer Nicaraguan route; the United States had control of the shortest route between the Atlantic and the Pacific; *transcontinental railroad*: east coast and its cities became crowded but many immigrants could not afford to move west; travel west hard and through inhospitable terrain; many died before reaching destination; land given to railroads to encourage them to build and expand; large numbers of buffalo slaughtered and Native Americans forced off their land; government's intent to unify the country although sectional differences did not all disappear)
- Richly supports the theme with relevant facts, examples, and details (*Panama Canal*: passage through the Americas to the Pacific Ocean; French begin to build canal under de Lesseps but went bankrupt; narrow strip of land separating two oceans; Panamanian independence from Colombia; *transcontinental railroad*: the number of people living in the United States increased through immigration and natural means; the east coast and its cities became crowded; through war, purchase, and annexation the United States expanded to the west coast; death of the Donner party; population of the western lands increased to where they could be admitted as states)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Includes an introduction and a conclusion that are a simple restatement of the theme

Conclusion: Overall, the response best fits the criteria for Level 5. The response contains detailed information about the historical circumstances and the geographic factors that led to the decisions to build the Panama Canal and the transcontinental railroad. The use of specific historical facts shows a good understanding of the role played by geography.

Geographic factors influenced the government's decision to make the Gadsden Purchase and pass the Homestead Act. Both decisions led to westward expansion.

The Gadsden Purchase occurred during the period following the Mexican War. The United States gained some lands and was considering building a transcontinental railroad. This piece of land is located in the southwest between present-day Texas and southern California. This was the route many southerners wanted to use to build a transcontinental railroad because its location was attractive without the major problem of building the railroad through the Rocky Mountains. The idea was concurrent with the period because American expansionism was connected with the idea of manifest destiny. It would also provide for the movement of people westward because people could be transported or settled in that area. The Gadsden Purchase occurred during a time of expansion and had an ideal location to aid the construction of the Southern transcontinental railroad. Some leaders in the government also supported the purchase because it would ease their consciences about the land we obtained as a result of the Mexican War.

The Homestead Act of 1862 was influenced by geography as well. America was expanding westward and the government wanted to encourage the flow of people. The Great Plains had a climate that was acceptable for raising grain and cattle, including fertile soil and rivers. The land had been left to the native Americans because settlers did not have the technology to farm the land. The lack of trees meant that they

couldn't build the way they were accustomed to. Improvements in the plow meant they could farm the land and build sod houses. The invention of barbed wire meant they could build fences for their livestock. The Homestead Act divided up the land into 160-acre sections and allowed for people to move and own the land after five years if they improved it. This led to the development of communities with schools and local churches but moreover it increased the migration west, including immigrants. It also offered freed blacks the opportunity to settle in the West. The building of railroads meant they could sell their grain and livestock in the East. The Homestead Act brought more settlers West which increased the power of the West in the government.

Among the factors present preceding a government action, geographic factors are paramount. Specific factors such as location, climate, and resources influence the government's decision. This is evident in the Gadsden Purchase and the Homestead Act of 1862 which helped to settle the West. As a result by 1900, the West could no longer be called the frontier.

Anchor Level 5-B

The response:

- Shows a thorough understanding of two United States government actions that were influenced by geographic factors, the influence of these geographic factors on the actions, and the impact of these government actions
- Thoroughly addresses all aspects of the task evenly and in depth for the Gadsden Purchase and the passage of the Homestead Act
- Analyzes and evaluates the historical circumstances, the influence of geographic factors, and the impact of these government actions; is more analytical than descriptive (*Gadsden Purchase*: purchase was concurrent with the period because American expansionism was connected with the idea of manifest destiny; provided location for southwest railroad without building through the Rocky Mountains; leaders supported purchase to ease conscience about land obtained as result of Mexican War; *Homestead Act*: allowed people to move and own land after five years if they improved it; settlers did not have technology to develop earlier; lack of trees meant settlers could not build the way they were accustomed to; offered free blacks opportunity to settle in the West; increased power of West in the government)
- Richly supports the theme with relevant facts, examples, and details (*Gadsden Purchase*: located between present-day Texas and southern California and connected the two regions; manifest destiny; occurred during time of expansion; grain and livestock could be sold in the East; *Homestead Act*: Great Plains had fertile soil and rivers; Act divided up land; invention of barbed wire; built sod houses; development of plow)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Includes an introduction that is slightly beyond a simple restatement of the theme and contains a conclusion that links the Gadsden Purchase and the Homestead Act to the closing of the frontier

Conclusion: Overall, the response best fits the criteria for Level 5. Although the Gadsden Purchase is not one of the suggested examples, it is a good choice and the discussion is good. The response makes explicit statements about the influence of geographic factors.

Geography has influenced both domestic and foreign actions by the government. The United States vast territory created a need for a transcontinental railroad to move people and supplies. The long ocean trip around South America going from the Atlantic coast to the Pacific coast of the U.S. caused the U.S. government to build the Panama Canal. This is how geography has influenced government actions.

In the 1840's the United States began a policy of manifest destiny. Leaders in the U.S. desired land from the Atlantic to the Pacific. The movement of people, mail, and other supplies was slow with horse and buggy. This showed the need for a transcontinental railroad. It would allow movement of people and supplies between coasts in days instead of weeks or months. Built by Chinese in the west and Irish and Germans in the east the railroads met at Promontory Point. The resulted in greater movement of people to the west coast and better communication because of better mail services, which meant the beginning of the end of the Pony express. Unfortunately some of the travelers on the transcontinental railroad

took pleasure in killing buffalo from the train windows. This led to loss of land, food, and culture for Native Americans.

The extremely long ocean voyage around South America for ships going from the Atlantic to the Pacific coasts of the United States caused delays and higher costs for products. The U.S. Navy could not move its warships quickly from base on the Pacific and Atlantic coast and islands. This caused President Roosevelt to encourage Panamanians to rebel and declare their independence. Construction of the Panama Canal would allow ships to make the coast to coast trip in significantly less time. When the canal was completed the US used it to move warships in both world wars. Also shipping goods became faster and cheaper. By the late 20th century, a two ocean navy decreased the need for the canal and plans were made to return control of the canal to Panama.

Geography has had a major impact on government actions. The U.S. built and used the Panama Canal to shorten the trip around South America. Also the U.S. built a

transcontinental railroad to allow faster movements of supplies and people. Both the Panama Canal and transcontinent's railroad made movement of people and goods faster and easier. This is how geography has affected government decisions.

Anchor Level 4-A

The response:

- Shows a good understanding of United States government actions that were influenced by geographic factors, the influence of these geographic factors on the actions, and the impact of these government actions
- Addresses all aspects of the task for the transcontinental railroad and the Panama Canal, but does so somewhat unevenly by discussing the Panama Canal more thoroughly than the transcontinental railroad
- Analyzes and evaluates the historical circumstances of United States government actions, the influence of geographic factors, and the impact of these government actions; is more descriptive than analytical (*transcontinental railroad*: vast territory created a need for a transcontinental railroad; this resulted in greater movement of people to the west coast and better communication because of better mail services; the United States now covered land from the Atlantic to the Pacific; meant the beginning of the end for the pony express; led to the loss of land, food, and culture for Native Americans; *Panama Canal*: caused President Roosevelt to encourage Panamanians to rebel and declare their independence; two-ocean navy of the late 20th century decreased need for canal; plans made to return control of canal to Panama)
- Includes relevant facts, examples, and details (*transcontinental railroad*: movement of people, mail, and other supplies slow with horse and buggy; built by Chinese in the west and the Irish and Germans in the east; railroads linked at Promontory Point; *Panama Canal*: United States Navy could not move its warships quickly; long voyage around South America caused delays and higher costs for products)
- Is a well-developed essay, demonstrating a general plan of organization;
- Includes an introduction and a conclusion that go beyond a simple restatement of the theme

Conclusion: Overall, the response best fits the criteria for Level 4. Despite some repetition, the use of specific historical details strengthens the response. Some good generalizations are made, but they are not supported with sufficient details to make this a Level 5 response.

The United States government actions have been influenced by geographical factors. Geographical factors could be location, physical environment, climate or resources. Two actions that were particularly influenced were the Louisiana Purchase in 1803 and building the Panama Canal in the early 1900's.

Some people argued that Thomas Jefferson's Louisiana purchase was foolish. Little did they realize what affect it would have. The purchase nearly doubled the size of the existing United States. More land meant greater land resources to use. When the U.S. purchased Louisiana France, a large world power, lost a lot of influence in the North American Continent. Some geographical factors that helped to allow the U.S. to make the purchase were simply the fact that the peice of land was right next to the United States. That means there was an ocean between France & their piece of land. Napoleon was busy trying to conquer Europe & needed the money to buy things for battle. The impact that it had on the U.S. was by doubling the U.S.'s size it helped to make other countries realize that the

Small nation was actually a rapidly growing nation. The U.S. economy helped to boom because of the natural resources they gained which led to ~~an~~^{an} increase in money.

The decision to build the Panama Canal in Panama was greatly effected by geographical influences. Because we needed a faster route to get from one ocean to the other without having to go around the tip of South America the decision to build a canal was needed. Panama was choosen as the place because the country is so thin, and the French had already started a canal, so the US encouraged Panama to separate from Colombia and they did. The canal took along time to build and many lives were lost due to disease, but finally the canal was built. The impact that the canal held was good. With the canal cut travel time nearly in half. This helped to increase trade which meant more money for to the economy.

Many decisions that governments make have ^{to} do with geographical reasons, or are somehow effected by geographical influences.

Some geographical influences can be good or bad to the economy & nation as a whole.

Anchor Level 4-B

The response:

- Shows a good understanding of two United States government actions that were influenced by geographic factors, the influence of these geographic factors on the actions, and the impact of these government actions
- Addresses all aspects of the task for the Louisiana Purchase and the decision to build the Panama Canal, but does so somewhat unevenly, describing the impact of the Louisiana Purchase more thoroughly than the impact of the Panama Canal
- Analyzes and evaluates the historical circumstances, the influence of geographic factors, and the impact of these government actions; is both descriptive and analytical (*Louisiana Purchase*: more land meant greater resources to use; France, a world power; lost influence in North America; Napoleon needed money to buy things for battle; *Panama Canal*: we needed a faster route to get from one ocean to the other; United States encouraged Panama to separate from Colombia; canal cut travel time nearly in half; helped to increase trade which meant more money coming to the economy)
- Includes relevant facts, examples, and details (*Louisiana Purchase*: Thomas Jefferson; purchase nearly doubled the size of the United States; United States purchased it from France; Napoleon was busy trying to conquer Europe; *Panama Canal*: French started building canal; had to travel around South America before canal; lives lost due to disease during building)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Includes an introduction that is a restatement of the theme and a conclusion that is beyond a simple restatement of the theme

Conclusion: Overall, the response best fits the criteria for Level 4. The response incorporates explicit statements about the geographic factors that influenced the government actions; however, the amount of detailed information and analysis is not extensive. Some overgeneralizations weaken the response.

Actions by the United States government, both domestic and foreign, have often been influenced by geographic factors. Examples of these factors include location, physical environment, movement of people, climate, and resources. The passage of the Homestead Act and the decision to build the Panama Canal support the previous statement.

After the Louisiana Purchase of 1803 and the decision to build the transcontinental railroad in the 1860's, the U.S. government wanted to encourage settlement and development in the west. To further push this development, Congress passed the Homestead Act of 1862. This gave 160 acres of land to anyone who would live and work on the land for five years. It was difficult to live on this land. Houses had to be built of sod and new methods of farming had to be found because of the lack of water, such as dry farming. Periodic dust storms made life even more difficult. Desire and the opportunity to own free land pushed the settlers to go west. As a result of this act, population increased in the west and the east had a market for

grain and meat. The west had a great economic influence in the United States

The decision to build the Panama Canal was made in the early 1900s. Previous to the canal ships traveling from one coast to the other had to sail all the way down to the tip of South America and back up to the United States. This delayed the shipment of goods and people and prevented the U.S. from quickly and effectively protecting both coasts. When the U.S. decided to find a way to decrease this time traveled, the government looked at the tiny strip of land in Central America that connected one ocean to the other. The location was more appropriate because it was very narrow and was about half the distance down to the tip of South America and the French had already started a canal. After the successful building of the canal the U.S. could now ship resources and move people quicker and easier by the seas. The U.S. can no longer use the Panama Canal for

large ships because it is now too narrow for our improved shipping technology. It is still used to transport people on cruise ships though. The strip of land was recently returned to Panama because of it being too small and the underlying issues that were created by the way the U.S. acquired the canal land (Colombia was upset because the U.S. encouraged Panama to separate from Colombia and declare independence). Most conflicts are now resolved.

The United States government has been influenced to pass acts and acquire land for different geographic factors. The Homestead Act helped the movement of people from the East Coast to the underdeveloped lands in the West. The building of the Panama Canal encouraged quicker and more efficient movement of people and resources and a greater protection for the nation.

Anchor Level 4-C

The response:

- Shows a good understanding of United States government actions that were influenced by geographic factors, the influence of these geographic factors on the actions, and the impact of these government actions
- Addresses all aspects of the task for the passage of the Homestead Act and the building of the Panama Canal although the discussion of the Panama Canal is more thorough than the discussion of the Homestead Act
- Analyzes the geographic factors and the impact of the building of the Panama Canal more fully than the historical circumstances; is more descriptive than analytical for the discussion of the Homestead Act
- Includes relevant facts, examples, and details (*Homestead Act*: 160 acres; work on land for five years; built sod houses; new methods of farming; lack of water; use of dry farming; *Panama Canal*: previous to the canal, ships traveling from one coast to the other had to sail all the way down to the tip of South America and back up to the United States; the government looked at a tiny strip of land in Central America that connected one ocean to the other; the United States can no longer use the Panama Canal for large ships; it is still used to transport people on cruise ships; the strip of land was recently returned to Panama)
- Is a well-developed essay, demonstrating a general plan of organization
- Includes an introduction that is a restatement of the theme and a conclusion that goes beyond a simple restatement of the theme

Conclusion: Overall, the response best fits the criteria for Level 4. While the discussion of the impact of the Panama Canal is the strongest part of the response, the discussion of the historical circumstances surrounding the decision to build the Panama Canal is limited. Although specific details are not included in the discussion of the Homestead Act, the link to the Louisiana Purchase and the transcontinental railroad show an understanding of the role of government decisions in westward expansion.

Throughout its history, the foreign and domestic policies of America have often been governed by geographical factors. The policies that were influenced by government were often the result of the attitude of the American public. The issuance of the Monroe Doctrine and the acquisition of the Philippines are evidence that American foreign and domestic policy has often been influenced by geographic factors.

The Monroe Doctrine was issued in 1823 by president Monroe in response to the threatened intervention in the western hemisphere by Europeans. Americans had always enjoyed being isolated on another continent from the European absolute monarchies, isolation was considered a major advantage to the Americans because they were still a developing nation. America had been isolated geographically by the Atlantic Ocean from other foreign parts. The accepted foreign policy of the time was to be isolated from foreign entanglements. James Monroe issued the Monroe Doctrine proclaiming that the western hemisphere was prohibited to be colonized by foreign powers. This was very significant because this document became the foreign policy of the United States for the next 100 years. It is important to recognize also the Monroe Doctrine was a direct result of America's geographical location in the world.

In 1898, America acquired the Philippines as a result of

the Spanish American War. The foreign acquisition occurred for two reasons. Firstly, a general political trend toward imperialism was developing in the United States. Imperialism was the belief that a larger power should control undeveloped nations for resources. Secondly, the acquisition of the Philippines helped to make the United States a world power. At that time, America had been trying to protect their economic interests. The acquisition gave the United States presence in Asia. It also provided the United States refueling stations for trade. The American acquisition of the Philippines was a direct result of the political trend in America to be imperialistic. Unfortunately, the Philippines proved to be a burden to America in later years mainly because it was geographically far from the United States. Thus, geographic factors heavily influenced America's involvement in both acquiring the Philippines and maintaining them as a territory in future years.

Throughout its history, geography has often influenced America's domestic and foreign policy. This is evident with the issuance of the Monroe Doctrine and the acquisition of the Philippines. These policies were the direct result of geographical factors. Geography has therefore and most probably will in the future, affect the course of American history by influencing the policies of America, both domestically and foreign.

Anchor Level 3-A

The response:

- Shows a satisfactory understanding of two United States government actions that were influenced by geographic factors and the impact of these government actions
- Addresses all aspects of the task in a limited way for the Monroe Doctrine and the acquisition of the Philippines
- Evaluates the historical circumstances, the influence of geographic factors, and the impact of these government actions but not in any depth; is more descriptive than analytical (*Monroe Doctrine*: issued in response to the threatened intervention in the Western Hemisphere by European nations; isolation was a major advantage to the Americans because they were still a developing nation; document became the foreign policy of the United States for the next 100 years; the Monroe Doctrine was a direct result of American's geographical location in the world; *Philippines*: trend towards imperialism; gave United States a presence in Asia; geographically far from the United States; burden to the United States in later years)
- Includes some relevant facts, examples, and details (*Monroe Doctrine*: issued by President Monroe in 1823; Western Hemisphere closed to foreign powers; geographic isolation because of Atlantic Ocean; *Philippines*: acquisition result of Spanish American War; refueling stations for trade)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Includes an introduction and a conclusion that are slightly beyond a simple restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. All aspects of the task are addressed, although the isolation created by the Monroe Doctrine and the imperialism aspect of the acquisition of the Philippines are repeated several times in the discussion. Good general statements are made but are not supported with specific historical details.

United States government actions both domestic and foreign, have often been influenced by geographic factors. Some of these factors include location, physical environment, movement of people, climate and resources. Two actions taken by the United States government that were influenced by geographic factors were the Louisiana Purchase, and the Monroe Doctrine. These were both important events on U.S. history.

The purchase of the Louisiana territory was very historical. The land west of the Mississippi River was owned by the French during the early 1800's. Thomas Jefferson at the time wanted to get control of the port of New Orleans on the Mississippi River for trade. He sent a messenger to France to negotiate the purchase of New Orleans. Napoleon the ruler of France offered to sell the United States New Orleans, and the land west of the Mississippi. The total cost of all this land was less than 3cents per acre. When Jefferson heard about the purchase

he was worried about how he could make this decision. He finally decided that he had the constitutional power to do this because he could make treaties with foreign nations. Many people in Congress thought this was a waste of money. In December of 1803 the U.S. took control of this vast territory. Jefferson then sent Lewis and Clark to explore this territory. This changed the shape of the United States and just about doubled its size.

Another act taken by the U.S. government that was influenced by geographic factors was the Monroe Doctrine. President Monroe was worried about European Countries coming into the Americas and creating colonies. This statement in December of 1823 was the beginning of a long U.S. policy of non intervention in European affairs. This meant that Europe and the New World would not interfere in each others internal affairs. Great Britain wanted to be part of this idea, but Monroe did it on his own. Great Britain

did support, the U.S. which gave us a Navy to back up this statement. This supported the nationalist feelings for America's pride.

Both these events helped the United States to begin to grow into a large nationalist land. It also helped rid the U.S. of foreign influence.

Anchor Level 3-B

The response:

- Shows a satisfactory understanding of United States government actions that were influenced by geographic factors and the impact of these government actions
- Addresses most aspects of the task for the Louisiana Purchase and the issuance of the Monroe Doctrine but only mentions the influence of the geographic factors on these government actions and only briefly discusses the impact of the Louisiana Purchase
- Evaluates the historical circumstances and the impact of these government actions, but not in any depth; is more descriptive than analytical (*Louisiana Purchase*: Jefferson wanted to get control of New Orleans for trade; Jefferson worried about decision but used constitutional power of treaty making; *Monroe Doctrine*: President Monroe worried about European countries coming into Americas and creating colonies)
- Includes some relevant facts, examples, and details (*Louisiana Purchase*: total cost of this land was less than 3 cents per acre; many people in Congress thought this was a waste of money; Jefferson then sent Lewis and Clark to explore this territory; *Monroe Doctrine*: issued in 1823; British support Doctrine with navy); includes some inaccuracies (states that Monroe doctrine was the “beginning of a long United States policy of nonintervention” instead of the continuation of Washington’s proclamation of neutrality)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Includes an introduction that is a restatement of the theme and a conclusion that goes beyond a simple restatement of the theme

Conclusion: Overall, the response best fits the criteria for Level 3. Several geographic statements are made about the Louisiana Purchase, but the discussion of the Monroe Doctrine only infers a link to geographic factors. Good historical information is used to discuss the Louisiana Purchase.

Certain actions taken by the United States Government, both domestic and foreign have been significantly influenced by geographic factors. Two prime examples in the nations history in which actions were dictated by geography are that of the construction of efficient passage ways, such as the Transcontinental Railroad and the Panama Canal.

At the time of the construction of the Transcontinental Railroad, the nation had begun its westward expansion. However, the most significant problem for those moving westward was a mean of transportation. The geography of the land was not one which allowed for easy transportation. Most individuals, wishing to settle in the far West ~~pioneer~~ had to deal with the Rocky Mountains, and passage through such a treacherous area did not come easy. The United States government,

recognizing the problem plaguing its citizens, decided to take action. To compensate for the geography of the land, the U.S. government decided to construct a more efficient means of transportation from the westernmost part of the nation to the farthest east. Thus, the Transcontinental Railroad was born. The U.S. government created a railroad system which spanned the nation, and removed the effect of the geography of the land on its citizens. Thus illustrating that ~~the~~ geography has at times, influenced actions of the U.S. government.

A similar situation is depicted on a foreign scale, as shown through the construction of the Panama Canal. Similar to the Transcontinental Railroad, the Panama Canal was built to increase the efficiency of getting from one end of the nation to the other; however, the Panama Canal was used

for ships. Before the construction of the Canal, the U.S. Navy would have to travel around South America if it wished to reach the West Coast of the nation. Recognizing that this may prove to detrimental in a time of crisis, the U.S. government constructed the Canal to significantly decrease the time of travel. The U.S. Navy could now reach the West Coast in days, compared to weeks.

As one may see, in both situations, the construction of the Transcontinental Railroad and the Panama Canal, a threat to the nation due to geographic factors has allowed actions by the U.S. government to be governed by geographic factors.

Anchor Level 3-C

The response:

- Shows a satisfactory understanding of two United States government actions that were influenced by geographic factors and the impact of these government actions
- Addresses all aspects of the task for the decisions to build the transcontinental railroad and the Panama Canal in a limited way
- Analyzes and evaluates the historical circumstances, the influence of geographic factors, and the impact of these government actions, but not in any depth (*transcontinental railroad*: the most significant problem for those moving westward was a means of transportation; the geography of the land was not one which allowed for easy transportation; passage through such a treacherous area did not come easily; the United States government, recognizing the problem plaguing its citizens, decided to take action; decided to construct a more efficient means of transportation; *Panama Canal*: recognizing that the time to travel around South America might prove detrimental in time of crisis led to the decision to construct the canal); contains one minor inaccurate analysis (removed the effect of the geography of the land on its citizens)
- Includes some relevant facts, examples, and details (*transcontinental railroad*: most individuals wishing to settle in the far west had to deal with the Rocky Mountains; from the westernmost part of the nation to the farthest east; the United States government created a railroad system which spanned the nation; *Panama Canal*: increased the efficiency of getting from one end of the nation to the other)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Includes an introduction and a conclusion that are beyond a simple restatement of the theme

Conclusion: Overall, the response best fits the criteria for Level 3. The response discusses government actions to overcome some geographic obstacle; however, the detailed information is limited, despite the use of several analytical comments. The factual information to describe the impact of the Panama Canal is also limited.

Throughout United States history the government has made many decisions based on geography, whether it be building something so things can be transported, or it be issuing a document protecting the US. The government has had to do many things to help protect and keep the geography of the nation safe.

When the government issued the Monroe Doctrine they were protecting the interest of the US. They knew that if other countries colonized in the western Hemisphere it would leave the U.S. vulnerable. Not wanting this to happen they issued the Monroe Doctrine, which warned other countries if they entered this area they were threatening us and we would consider this an act of war. This impacted us majorly, it meant we must protect the other colonies in the western Hemisphere. We did this and it protected us and kept us invulnerable.

During times of war, ships that had to get to the otherside of the nation had to go around Mexico, and by the time they got where they were going it was too late. To solve this problem the government made the decision to build the Panama canal, so if a ship had to go through they could do it in a lot less time, this proved to be very helpful. After this time the ships were able to get to where they needed to be in a lot less time.

Geography plays a large role in what goes on around us. According to the geography the government must plan their actions, and how they will spend money. If they don't make the right, smart decisions, it could change everyones lives.

Anchor Level 2-A

The response:

- Shows a limited understanding of United States government actions that were influenced by geographic factors and the impact of these government actions
- Addresses some aspects of the task for the issuance of the Monroe Doctrine and building of the Panama Canal, mentioning a geographic factor and making simplistic statements about the impact of both government actions
- Develops a weak analysis of the historical circumstances and the impact of these United States government actions
- Includes few relevant facts, examples, and details (*Monroe Doctrine*: protecting the interest of the United States; if other countries colonized in the Western Hemisphere, it would leave the United States vulnerable; *Panama Canal*: a ship going through the canal could do it in less time); includes several inaccuracies (*Monroe Doctrine*: warned other countries if they entered the Western Hemisphere they were threatening the United States; we would consider this an act of war against the United States; we had to protect other colonies in the Western Hemisphere; *Panama Canal*: to get to the other side of the nation, ships had to go around Mexico)
- Demonstrates a general plan of organization
- Includes both an introduction and a simplistic conclusion

Conclusion: Overall, the response best fits the criteria for Level 2. The response mentions but does not discuss a geographic factor for either action. The discussion of the historical circumstances and of the impact of the government actions is very limited. The last sentence of the introduction implies a lack of understanding of the definition of geography or what geography is and the conclusion confirms this assessment.

THE UNITED STATES GOVERNMENT HAS BEEN LIMITED TO MANY DECISIONS DUE TO THEIR GEOGRAPHICAL LIMITATIONS. FOR INSTANCE THE LOUISIANA PURCHASE, IN 1803, AND THE DECISION TO BUILD THE PANAMA CANAL IN THE EARLY 1900'S. THESE TWO GOVERNMENT DECISIONS WERE VERY MUCH INFLUENCED BY THEIR GEOGRAPHICAL SURROUNDINGS. THE LOUISIANA PURCHASE WAS A GREAT DEAL FOR THE UNITED STATES. THE UNITED STATES GOVERNMENT HAD ONLY PAID A FEW CENTS AN ACRE FOR THE GREAT MASS OF LAND. THE UNITED STATES GOVERNMENT IS VERY LIMITED GEOGRAPHICALLY AS TO WHAT THEY CAN DO.

THE LOUISIANA PURCHASE WAS ONE OF THE GREATEST DEALS THAT THE UNITED STATES HAS EVER RECEIVED. THE GOVERNMENT STARTED OUT BY SENDING SOME OF AMERICA'S NEGOTIATORS TO FRANCE. THEY WANTED TO BUY THE CITY OF NEW ORLEANS FOR TRADING PURPOSES. WHEN THE NEGOTIATORS ARRIVED IN FRANCE THEY WERE SURPRISED. FRANCE DIDN'T ONLY OFFER TO SELL THEM NEW ORLEANS, THEY WANT TO SELL THEM ALL THE FRENCH LAND IN THE AMERICAS. THE NEGOTIATORS DIDN'T KNOW WHAT TO THINK. THE PRESIDENT HAD GIVEN THEM PERMISSION TO SPEND TEN MILLION DOLLARS ON NEW ORLEANS. THE FRENCH OFF ALL OF LOUISIANA FOR FIFTEEN MILLION DOLLARS. THE NEGOTIATORS DECIDED TO TAKE THE DEAL AND AFTER THE PRESIDENT THOUGHT ABOUT IT AND THE SENATE OK'D THE TREATY, AND THE U.S. BOUGHT LOUISIANA FOR ONLY A FEW CENTS AN ACRE. THIS WAS THE CHEAPEST DEAL IN AMERICAN HISTORY AND DOUBLED THE SIZE OF THE UNITED STATES.

Anchor Level 2-B

The response:

- Shows a limited understanding of United States government actions that were influenced by geographic factors and the impact of these government actions
- Addresses some aspects of the task for the Louisiana Purchase by discussing the historical circumstances and mentioning geographic factors and the impact (this was the cheapest land deal in American history; doubled the size of the United States)
- Develops a weak analysis of the influence of geographic factors on the Louisiana Purchase and its impact (we wanted to buy the city of New Orleans for trading purposes)
- Includes relevant facts, examples, and details (sending negotiators to France; France surprised negotiators by offering to sell all of Louisiana; President had given permission to spend ten million dollars on New Orleans; French offered all of Louisiana for fifteen million dollars; negotiators decided to take the deal; United States bought Louisiana for only a few cents an acre); includes some inaccuracies (United States government is very limited geographically as to what they can do; France offered to sell all of the French land in the Americas)
- Demonstrates a general plan of organization
- Includes an introduction and lacks a conclusion

Conclusion: Overall, the response best fits the criteria for Level 2. Although the introduction indicates that two government decisions will be discussed, the response discusses only one government action. The historical circumstances of the Louisiana Purchase are discussed with relevant detailed information, but the response only mentions a geographic factor and an impact.

Throughout history the United States government has both acted on domestic and foreign affairs influenced by geographic factors. Some which have been location, physical environment, movement of people, climate, and resources. Two actions taken by the United States that were influenced by geographic factors were the acquiring of Alaska and Hawaii and the building of a transcontinental railroad.

With the acquiring of Alaska and Hawaii the United States added both more land and more resources. With the addition of the two new states totalling the U.S. to 52 states added a sense of freedom in the minds of some Americans. Hawaii which is located west of the U.S. was seen and still is seen as a vacation spot for many Americans and possibly the most profitable state with the income of many Americans. While Hawaii being a luxury state, the very cold Alaska was used for its resources. Main source being oil. Oil which was used for many purposes was a very valuable item on the market and still is today.

Another example of the United States taking action is the decision to build a transcontinental railroad. The railroad gave the United States both transportation of people and of goods. The transportation of people allowed people to travel more quickly and also allowed many people to travel. It also was very valuable to industries for transportation of goods. With loads and loads of cargo and goods sent through railroad it was much quicker and was received safe.

There are many decisions the United States made to create a better living for Americans. But, these two actions were and still are very valuable to the United States.

Anchor Level 2-C

The response:

- Shows a limited understanding of United States government actions that were influenced by geographic factors and the impact of these government actions
- Addresses some aspects of the task for the impact of acquiring Alaska and Hawaii and of building the transcontinental railroad but does not mention the historical circumstances of these government actions
- Develops an extremely weak analysis of the influence of geographic factors but provides some analysis of the impact of these government actions
- Includes few relevant facts, examples, and details (*Alaska and Hawaii*: United States added both more land and resources; Hawaii located west of the United States; Hawaii is a vacation spot; very cold Alaska was used for its resources—oil; *transcontinental railroad*: moved people and goods; allowed people to travel more quickly); includes an inaccuracy (52 states)
- Demonstrates a general plan of organization
- Includes an introduction and a conclusion

Conclusion: Overall, the response best fits the criteria for Level 2. Only one aspect of the task is addressed. The analysis of the information is limited and somewhat faulty. The response shows how the government actions influenced the geography of the United States rather than how geographic factors influenced the government actions.

Geographic factors have ~~been~~ influenced ~~the~~
the actions of the United States government for many years.
These geographical factor are location, ^{movement of people} ~~physical environment~~,
^{resources} ~~physical environment~~, and climate. Throughout
history these factors made an impact ^{on} ~~an~~ our society
today. Two ^{actions} ~~made~~ made by the United States government
was the Panama Canal and the Louisiana Purchase. These
were very important for The United States because the country
was expanding. Water was ~~for~~ a geographical factor that was
needed.

The ^{Louisiana Purchase} ~~document~~ was ^{a document signed} ~~signed~~ by ~~the~~ Thomas Jefferson
which
~~stated~~ stated that the United States just purchased land from
land which is now called the United States,
the French. The ~~need~~ need this land for trade. The key
importance of this purchase was the Mississippi river which
ran from Louisiana all the way ^{through} ~~north~~ to the Rocky mountains.
The Purchase consisted of ^{Louisiana} ~~the~~ and the ^{surrounding} ~~surrounding~~ areas
of the Mississippi River. With the access of the River people
of the south were able to send and receive goods ^{and from} ~~to~~ the
North. The geographical factor of the river influenced the
actions of the United States government.

Anchor Level 1-A

The response:

- Shows little understanding of a United States government action that was influenced by geographic factors and the impact of this government action
- Minimally addresses some aspects of the task for the Louisiana Purchase
- Lacks an analysis of the influence of geographic factors on the government action but provides some analysis of the impact of the Louisiana Purchase (with the access of the River, people of the South were able to send and receive goods to and from the North)
- Includes few relevant facts, examples, or details (purchased from France; this land needed for trade; the key importance of this purchase was the Mississippi River); includes inaccuracies (Mississippi River ran from Louisiana all the way north through the Rocky Mountains; the purchase consisted of Louisiana and the surrounding areas of the Mississippi River)
- Demonstrates some weakness in organization
- Includes an introduction that restates the theme and mentions the need for water but lacks a conclusion

Conclusion: Overall, the response best fits the criteria for Level 1. Some geographic factors influencing the Louisiana Purchase are mentioned, but the historical circumstances surrounding the Purchase are omitted. Although the introduction identifies two government actions, only one is addressed.

United states government actions both domestic and foreign have often been influenced by geographic factors. Some of these factors include location, physical environment, movement of people, climate, and resources.

Two action taken by the United States government that were influenced by geographic factors are the Louisiana Purchase and the Homestead Act.

The Louisiana Purchase was a great investment for the U.S. The Louisiana Purchase was purchased in the year 1803. The U.S. bought it from France for less than one U.S. dollar. The U.S. took this action to expand the U.S. and a good action it was.

The Homestead Act was an action in which the movement of people was involved. The Homestead Act of 1862 by the U.S. government was made to remove the ~~the~~ indians from eastern land. It pushed the indians into the west and then farther and farther into the west. Indians

had to develop conservation to
claim the little land that they
had left.

Geographic factors influence
both domestic and foreign U.S.
government actions. Examples include
the Louisiana Purchase and the
Homestead Act. These two actions
help the U.S. Sometime what help
you might hurt others such as
the Indians of conservations.

Anchor Level 1-B

The response:

- Shows little understanding of United States government actions that were influenced by geographic factors and the impact of these government actions
- Minimally addresses some aspects of the task for the Louisiana Purchase and the passage of the Homestead Act
- Lacks an analysis or evaluation of geographic factors but does provide some analysis of the impact of the government action (the Louisiana Purchase was a good action and a great investment)
- Includes few relevant facts, examples, or details (Louisiana Purchase was bought from France; took the action to expand the United States); includes several inaccuracies (most of the information dealing with the Homestead Act; Louisiana purchased for one dollar)
- Demonstrates a general plan of in organization
- Includes both an introduction and a conclusion that restate the theme

Conclusion: Overall, the response best fits the criteria for Level 1. A few pieces of accurate information are provided and some attempt to analyze the impact of the Louisiana Purchase is made; however, how geographic factors influenced this government action or the historical circumstances of this action are not discussed. The discussion of the Homestead Act is so factually inaccurate that this part of the response cannot be awarded any credit.

United States government actions, both domestic and foreign have often been influenced by geographic factors. Some of these factors include location, physical environment, movement of people, climate and resources. Two actions taken by the United States government that were influenced by geographic factors were the Louisiana Purchase in 1803 and the decision to build the Panama Canal (early 1900's).

The Louisiana Purchase was bought in 1803 from France by one of our early presidents. This President wanted to buy the port of New Orleans. Napoleon would not sell just New Orleans. He wanted to sell all of Louisiana. He exercised loose interpretations of the Constitution in order to buy this land. It was right next to the United States as we were at that time and had great resources such as the Mississippi River and fertile land for us to farm on. Buying this land doubled

the size of the US and it is what began our territorial expansion. This expansion later became known as manifest destiny.

The Panama Canal was built in the early 1900^s. The decision to build it was based on the fact that with a canal across Panama we would be able to trade faster from our east coast to eastern nations like China, Japan or Indo-China. Building the canal took many years, no longer did you have to go all the way around South America.

Geography and the elements of geography are vital and specific when governments like ours are making decisions. Where you are and what the surroundings are can greatly change the decisions that are made there. So, many choices our government makes come from geography, and geographic factors that occur at different locations.

The United States government actions, both domestic and foreign, have often been influenced by geographic factors. Some of these factors include locations, physical environment, movement of people, climate, and resources.

A Federal government action that was influenced by geography ~~was the passage of the Homestead Act of 1862~~ such as the passage of the Homestead Act of 1862. The historical circumstances that resulted in the government action was to move/expand westward into the open plains. This action had geographic factors on it such as ~~that~~ some of the west had desert spots which wasn't great for farming. There were large ~~herds~~ herds of ~~buffalo~~ buffalo. The impact of the government action on the United States was hard ~~at~~ at first but as people did move westward it was easier to adapt to the geographic factors.

Another Federal government action that was influenced by geography is

the decision to build the transcontinental railroad in the 1860s. The historical circumstances that resulted in the government's action was that the railroad a main destination to make it possible to take just a few days to get from the east coast to California (west coast). The influence of geographic factors on the action was it took a while to lay down the tracks b/c of all the hills & rivers that got in the way which took a little time to make the way on to the west coast. The impact of the government action on the United States was a great success people made more money, it was easier to travel and goods that weren't found in part of the U.S. could now be sent anywhere in matter of days.

Government actions, both domestic and foreign, have often been influenced by geographic factors in the United States. Federal government actions usually was influenced by geographic factors.

United States government actions, ~~both~~ both domestic and foreign, have often been influenced by geographic factors. The acquisition of the Philippines and the building of the Panama Canal.

When we acquired the Philippine Islands it was good because it gave us some land in the Pacific Ocean. It also allowed us a place to refuel our ships on our way to and from Hawaii to Asia. In World War II it also gave us a place to keep our troops when we were fighting w/ Japan. They were under French control, we helped them break away from France and then were under our control until we gave them their independence.

Another action by the United States government was the building of the Panama Canal. It allowed us and all other nations to go through Central America instead of having to go all the way around South America. It was much quicker and not easier. We had control of the Canal until the year 2000 and then it was given back to Panama who now runs it. While we had control we got a lot of money out of it.

United States government actions, both domestic and foreign, have often been influenced by geographic features. Some of these factors include location, physical environment, movement of people, climate and resources. Two actions taken by the United States government that were influenced by geography, were the Louisiana Purchase in 1803 and the decision to build the Transcontinental Railroad in the 1860s. Both government actions had a great impact on the future development of the United States.

The Louisiana Purchase was an extremely important United States decision influenced by geography. President Jefferson was determined to acquire the area of New Orleans from the French. New Orleans was a vital port located at the mouth of the Mississippi River. President Jefferson wanted the United States to be able to easily transport goods through the Mississippi River without having to worry about some foreign country controlling New Orleans. President Jefferson asked Livingston and Monroe to check the New Orleans area out and offer the French \$10 million for the port of New Orleans. Livingston and Monroe were given the opportunity to buy all of the territory of Louisiana for \$15 million from the French. Deciding to go against his beliefs of strict construction, Jefferson decided to use a loose

interpretation of the Constitution to authorize what became known as the Louisiana Purchase. President Jefferson was aware that the Louisiana Purchase would give the United States ownership and control of the Mississippi River and the port of New Orleans which would greatly help farmers in the West. The use of the Mississippi River would help increase trade and would allow farmers in the Ohio and Mississippi River Valleys to ship out goods. This opened new markets and increased their profits. The Louisiana Purchase which doubled the size of the United States was an extremely beneficial decision made by the United States based on geographic conditions.

The decision to build the transcontinental railroad in the 1860s was another extremely important decision made by the United States based upon geographic conditions. As the nation grew and as pioneers moved west, it became clear that the United States needed a form of transportation that would be able to transport not only people but cattle and other goods from one coast to the other. The decision was made in the early 1860s, and the grueling work began. It proved extremely difficult to build what would ~~have been~~^{be} called the Transcontinental Railroad, the railroad was placed on mountain's sides and had to be built across rivers. ~~Immigrants~~ Immigrants

especially Asian immigrants) became the main work force in building the railroad. When the Transcontinental Railroad was complete more settlers moved to the Great Plains and Far West. Western grain, cattle, gold and silver could now be shipped to the East Coast. Eastern manufactured goods now had a western market. Goods and people could move with some ease from coast to coast. Even though the geographic factors made it extremely difficult and dangerous to build, the Transcontinental Railroad was a huge success.

The Louisiana Purchase in 1803 and the decision to build the Transcontinental Railroad in the 1860s are two very important decisions, made by the United States based on geographic factors that had enormous impacts on the United States, doubling its size and opening the west for settlement and economic development.

United States government actions, both domestic and foreign, have often been influenced by geographic factors, such as the Louisiana Purchase and the Monroe Doctrine.

The Louisiana Purchase stretched from Montana over to Minnesota and ~~down~~ down to Louisiana. Jefferson wanted the port of New Orleans. This would help western farmers use the Mississippi River for trade. Napoleon did not want to sell only New Orleans but all of Louisiana. United States and Thomas Jefferson who signed the paper approving the purchase paid \$15 million to France for the land in 1803. The purchase increased the size and debt of the United States by a wide margin. The Louisiana Purchase also allowed the people to settle to new westward lands, especially after the expeditions of Lewis and Clark and Pike.

Composed by James Monroe the Monroe Doctrine said the United States wouldn't interfere with colonies and states which already existed in the Western Hemisphere.

wouldn't allow any further colonization in the Western Hemisphere, and if any European power tried to control any area in the Western Hemisphere it would be considered a wrongdoing to the United States of America. The Monroe Doctrine was composed in 1823, and also discouraged Europe to be involved in the Western Hemisphere. The United States was protecting our geographic neighbors from European interference. This helped to increase our trade opportunities with areas close to the U.S.

United States government actions, both domestic and foreign, have often been influenced by geographic factors. In some cases if a nation doesn't get involved their land could be a mess of corruption, or turmoil.

Practice Paper A—Score Level 3

The response:

- Shows a satisfactory understanding of United States government actions that were influenced by geographic factors and the impact of these government actions
- Addresses all aspects of the task for the Louisiana Purchase and only mentions a historical circumstance involved in the decision to build the Panama Canal
- Analyzes and evaluates the historical circumstances and the impact of this government action, but not in any depth; is more descriptive than analytical (*Louisiana Purchase*: President exercised loose interpretation of the constitution in order to buy this land; buying this land doubled the size of the United States and it is what began our territorial expansion; this expansion later become known as manifest destiny; *decision to build the Panama Canal*: would make trade with eastern nations faster; no longer had to go around South America)
- Includes some relevant facts, examples, and details (*Louisiana Purchase*: bought from France; purchased by one of our early Presidents; this president wanted to buy the port of New Orleans; Napoleon would not sell just New Orleans; Napoleon wanted to sell all of Louisiana; it was right next to the United States; it had great resources such as the Mississippi River and fertile land; *decision to build the Panama Canal*: building canal took many years; canal across Panama)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Includes an introduction that is a simple restatement of the theme and a conclusion that that generalizes the impact of geography on government actions and adds little to the discussion

Conclusion: Overall, the response best fits the criteria for Level 3. All aspects of the task are addressed for the Louisiana Purchase. Information influencing the decision to build the Panama Canal is included but is very limited.

Practice Paper B—Score Level 2

The response:

- Shows a limited understanding of United States government actions that were influenced by geographic factors and the impact of these government actions
- Addresses some aspects of the task for the passage of the Homestead Act and the building of the transcontinental railroad
- Develops a weak analysis of the influence of geographic factors
- Includes few relevant facts, examples, and details (*Homestead Act*: some of the west had desert spot which wasn't great for farming; large herds of buffalo; *transcontinental railroad*: take just a few days to get from the east coast to California on the west coast, took a while to lay down the tracks because of all the hills and rivers; people made more money)
- Demonstrates some weakness in organization
- Includes both an introduction and a conclusion that restate the theme

Conclusion: Overall, the response best fits the criteria for Level 2. Very little detailed information is included. The response is weak in terms of the historical circumstances for both actions. The discussion makes minimal reference to the geographic factors influencing the building of the transcontinental railroad and none for the Homestead Act.

Practice Paper C—Score Level 2

The response:

- Shows a limited understanding of United States government actions that were influenced by geographic factors and the impact of these government actions
- Addresses some aspects of the task for acquiring the Philippines and building the Panama Canal by implying that a geographic factor influenced these two actions but omits any discussion of the historical circumstances for these actions
- Develops a faulty analysis of the influence of geographic factors on United States government actions, referring to the geographic impact of the government actions instead of the geographic factors influencing these government actions
- Includes some relevant facts, examples, and details (*Philippines*: gave us some land in the Pacific Ocean; place to refuel our ships on our way to and from Hawaii to Asia; we gave the Philippines their independence; *Panama*: allowed us and others to go through Central America instead of around South America; quicker and easier; gave back to Panama in 2000; and while we had control we got a lot of money out of it); includes some inaccuracies (France controlled the Philippines)
- Demonstrates a general plan of organization but does not clearly show how geographic factors influenced these government actions
- Includes an introduction that restates the theme and lacks a conclusion

Conclusion: Overall, the response best fits the criteria for Level 2. The response refers to historic events, but fails to include pertinent information about that event. For example, in the discussion of the Philippines, the response states: “In World War II, it gave us a place to keep our troops when we were fighting w/ Japan.” There is no acknowledgement that the United States lost control of the Philippines during World War II and then regained control of them.

The response:

- Shows a thorough understanding of two United States government actions that were influenced by geographic factors, the influence of these geographic factors on the actions, and the impact of these government actions
- Thoroughly addresses all aspects of the task evenly and in depth for the Louisiana Purchase and the decision to build the transcontinental railroad
- Analyzes and evaluates the historical circumstances, the influence of geographic factors, and the impact of these government actions; is more analytical than descriptive (*Louisiana Purchase*: President Jefferson was determined to acquire the area of New Orleans; New Orleans was a vital port located at the mouth of the Mississippi River; Jefferson wanted the United States to be able to easily transport goods through the Mississippi River; strict versus loose interpretation of the Constitution; Jefferson knew that the Louisiana Purchase would give the United States ownership and control of the Mississippi River and the port of New Orleans; use of the Mississippi River would help increase trade and would allow farmers in the Ohio and Mississippi River valleys to ship out goods, which opened up new markets and increased their profits; *decision to build the transcontinental railroad*: clear that the United States needed a form of transportation to transport not only people but cattle and other goods from one coast to the other; geographic factors made it extremely difficult and dangerous to build; immigrants, especially Asians became the main work force)
- Richly supports the theme with relevant facts, examples, and details (*Louisiana Purchase*: port of New Orleans was controlled by the French; President Jefferson asked Livingston and Monroe to check the New Orleans area out and offer the French \$10 million for the port; Livingston and Monroe were given the opportunity to buy all of the territory of Louisiana for \$15 million from the French; the Louisiana Purchase doubled the size of the United States; *decision to build the transcontinental railroad*: placed on mountain sides across rivers; cattle, gold and silver could be shipped to the East Coast; manufactured goods now had a western market)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Includes an introduction that is slightly beyond a restatement of the theme and a conclusion that is beyond a simple restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. All aspects of the task are thoroughly addressed with much analysis and detailed information that show both the influence of geographic factors and the historical circumstances that resulted in government actions. Specific historic details are used to support the importance of the role of geography in government decisions.

Practice Paper E—Score Level 3

The response:

- Shows a satisfactory understanding of United States government actions that were influenced by geographic factors and the impact of these government actions
- Addresses all aspects of the task in a limited way for the Louisiana Purchase and issuance of the Monroe Doctrine
- Evaluates the historical circumstances and the impact of these government actions, but not in any depth; is more descriptive than analytical (*Louisiana Purchase*: the purchase increased the size and debt of the United States by a wide margin; stretched from Montana over to Minnesota, and down to Louisiana; Jefferson wanted the port of New Orleans to help western farmers use the Mississippi; Napoleon did not want to sell only New Orleans but all of Louisiana; *Monroe Doctrine*: United States protecting its geographic neighbors; helped to increase our trade opportunities with areas close to the United States)
- Includes some relevant facts, examples, and details (*Monroe Doctrine*: states major provisions of the Monroe Doctrine; Western Hemisphere; United States was protecting its geographic neighbors; helped to increase our trade opportunities with areas close to the United States)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Includes an introduction that is a simple restatement of the theme and a conclusion that does not relate to the topic

Conclusion: Overall, the response best fits the criteria for Level 3. All aspects of the task are addressed in a limited way for two government actions. The response makes statements related to geography in the discussion of the Louisiana Purchase, but it omits any reference to the influence of geography on the issuance of the Monroe Doctrine other than mentioning that the Monroe Doctrine concerned the Western Hemisphere.

United States History and Government
Part A Specific Rubric
Document-Based Question—June 2004

Document 1

. . . All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws. . . .

— 14th Amendment, Section 1, 1868

1a How does the 14th Amendment define citizenship?

Score of 1:

- States the 14th Amendment definition of citizenship
Example: all persons born or naturalized in the United States are citizens

Score of 0:

- Incorrect response
Examples: rights which citizens have under the law; due process of law; equal protection; jurisdiction
- Vague response that does not answer the question
Example: naturalization
- No response

1b During Reconstruction, how was the 14th Amendment intended to help formerly enslaved persons?

Score of 1:

- States how the 14th Amendment was intended to help formerly enslaved persons
Examples: states could not deny any person life, liberty, or property without due process of law; states could not deny equal protection of the law; gave them citizenship; made them citizens

Score of 0:

- Incorrect response
Examples: gave them right to vote; gave them property
- Vague response that does not answer the question
Examples: states could not deny a person; citizens
- No response

Document 2

. . . History does not furnish an example of emancipation under conditions less friendly to the emancipated class than this American example. Liberty came to the freedmen of the United States not in mercy, but in wrath [anger], not by moral choice but by military necessity, not by the generous action of the people among whom they were to live, and whose good-will was essential to the success of the measure, but by strangers, foreigners, invaders, trespassers, aliens, and enemies. The very manner of their emancipation invited to the heads of the freedmen the bitterest hostility of race and class. They were hated because they had been slaves, hated because they were now free, and hated because of those who had freed them. Nothing was to have been expected other than what has happened, and he is a poor student of the human heart who does not see that the old master class would naturally employ every power and means in their reach to make the great measure of emancipation unsuccessful and utterly odious [hateful]. It was born in the tempest and whirlwind [turmoil] of war, and has lived in a storm of violence and blood. When the Hebrews were emancipated, they were told to take spoil [goods or property] from the Egyptians. When the serfs of Russia were emancipated [in 1861], they were given three acres of ground upon which they could live and make a living. But not so when our slaves were emancipated. They were sent away empty-handed, without money, without friends, and without a foot of land to stand upon. Old and young, sick and well, were turned loose to the open sky, naked to their enemies. The old slave quarter that had before sheltered them and the fields that had yielded them corn were now denied them. The old master class, in its wrath, said, "Clear out! The Yankees have freed you, now let them feed and shelter you! . . ."

Source: Frederick Douglass, *Life and Times of Frederick Douglass*, Park Publishing Co., 1881

2 According to this document, what did Frederick Douglass identify as a problem with the way the United States government emancipated the slaves?

Score of 1:

- States a problem with the way the United States government emancipated the slaves as identified by Frederick Douglass
Examples: former slaves were not given money; slaves were not given land; when the slaves were set free they were sent off with nothing; emancipation invited to the heads of the freedmen the bitterest hostility of race and class; invited the old master class to make emancipation unsuccessful

Score of 0:

- Incorrect response
Examples: they were given three acres of ground; they were treated the same as the serfs of Russia; they were given liberty
- Vague response that does not answer the question
Examples: they were sent away; emancipation
- No response

Document 3

. . . We believe you are not familiar with the description of the Ku Klux Klans riding nightly over the country, going from county to county, and in the county towns, spreading terror wherever they go by robbing, whipping, ravishing, and killing our people without provocation [reason], compelling [forcing] colored people to break the ice and bathe in the chilly waters of the Kentucky river.

The [state] legislature has adjourned. They refused to enact any laws to suppress [stop] Ku-Klux disorder. We regard them [the Ku-Kluxers] as now being licensed to continue their dark and bloody deeds under cover of the dark night. They refuse to allow us to testify in the state courts where a white man is concerned. We find their deeds are perpetrated [carried out] only upon colored men and white Republicans. We also find that for our services to the government and our race we have become the special object of hatred and persecution at the hands of the Democratic Party. Our people are driven from their homes in great numbers, having no redress [relief from distress] only [except] the United States court, which is in many cases unable to reach them.

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

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

3a Based on this document, identify *one* way the Ku Klux Klan terrorized African Americans.

Score of 1:

- Identifies one way the Ku Klux Klan terrorized African Americans
Examples: they robbed them; they whipped them; they killed them; drove them from their homes in great numbers; spread terror

Score of 0:

- Incorrect response
Examples: they did not protect them; they paid their taxes; taxed them
- Vague response that does not answer the question
Example: they bathed them
- No response

3b According to this document, how did the actions of the Ku Klux Klan affect African Americans' participation in the political process?

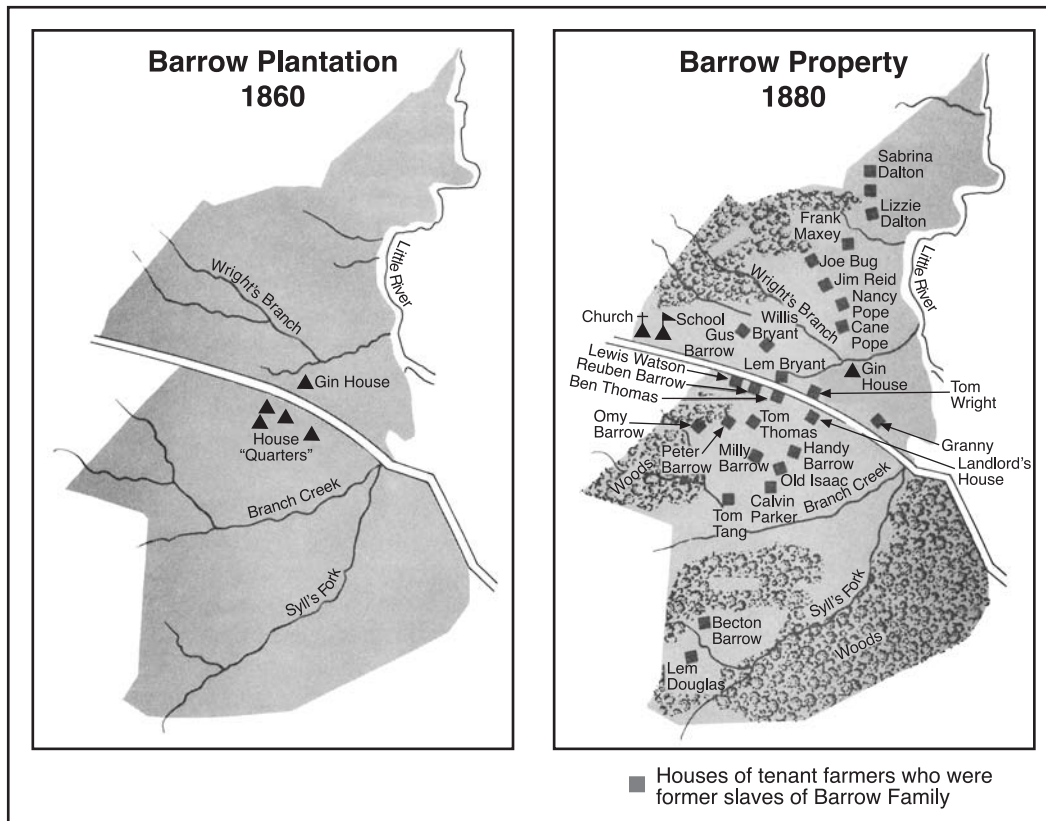
Score of 1:

- States the way that actions of the Ku Klux Klan affected African Americans' participation in the political process
Examples: they kept them from voting; they kept them from exercising their rights as citizens; will not allow African Americans to testify against a white man

Score of 0:

- Incorrect response
Examples: they had no political rights; they enacted laws
- Vague response that does not answer the question
Examples: caused problems; voted
- No response

Document 4



Sources: *Scribner's Monthly*, "A Georgia Plantation," April 1881 and Graebner and Richards, *The American Record*, McGraw Hill, 2001 (adapted)

4 According to these illustrations, how did the economic role of African Americans change between 1860 and 1880?

Score of 1:

- States how the economic role of African Americans changed between 1860 and 1880
Examples: former slaves became tenant farmers; they rented land from the Barrow family; former slaves could become landlords

Score of 0:

- Incorrect response
Examples: the Barrow family only hired slaves; they went to school; the Barrow plantation became property; they made gin
- Vague response that does not answer the question
Examples: water was important; houses of former slaves remained
- No response

Document 5

... When we come to the New Industrial South the change is marvellous, and so vast and various that I scarcely know where to begin in a short paper that cannot go much into details. Instead of a South devoted to agriculture and politics, we find a South wide-awake to business, excited and even astonished at the development of its own immense resources in metals, marbles, coal, timber, fertilizers, eagerly laying lines of communication, rapidly opening mines, building furnaces, foundries [workplace where melted metal is poured into molds], and all sorts of shops for utilizing the native riches. It is like the discovery of a new world. When the Northerner finds great foundries in Virginia using only (with slight exceptions) the products of Virginia iron and coal mines; when he finds Alabama and Tennessee making iron so good and so cheap that it finds ready market in Pennsylvania; and foundries multiplying near the great furnaces for supplying Northern markets; when he finds cotton-mills running to full capacity on grades of cheap cottons universally in demand throughout the South and Southwest; when he finds small industries, such as paper-box factories and wooden bucket and tub factories, sending all they can make into the North and widely over the West; when he sees the loads of most beautiful marbles shipped North; when he learns that some of the largest and most important engines and mill machinery were made in Southern shops; when he finds in Richmond a "pole locomotive," made to run on logs laid end to end, and drag out from Michigan forests and Southern swamps lumber hitherto inaccessible; when he sees worn out highlands in Georgia and Carolina bear more cotton than ever before by help of a fertilizer the base of which is the cotton seed itself (worth more as a fertilizer than it was before the oil was extracted from it); when he sees a multitude of small shops giving employment to men, women, and children who never had any work of that sort to do before; and when he sees Roanoke iron cast in Richmond into car irons, and returned to a car factory in Roanoke which last year sold three hundred cars to the New York and New England Railroad—he begins to open his eyes. The South is manufacturing a great variety of things needed in the house, on the farm, and in the shops, for home consumption, and already sends to the North and West several manufactured products. With iron, coal, timber contiguous [adjoining] and easily obtained, the amount sent out is certain to increase as the labor becomes more skillful. The most striking industrial development today is in iron, coal, lumber, and marbles; the more encouraging for the self-sustaining life of the Southern people is the multiplication of small industries in nearly every city I visited. . . .

Source: Charles Dudley Warner, "The South Revisited,"
Harper's New Monthly Magazine (March 1887)

5 According to this passage, what was *one* economic change that had occurred in the South by 1887?

Score of 1:

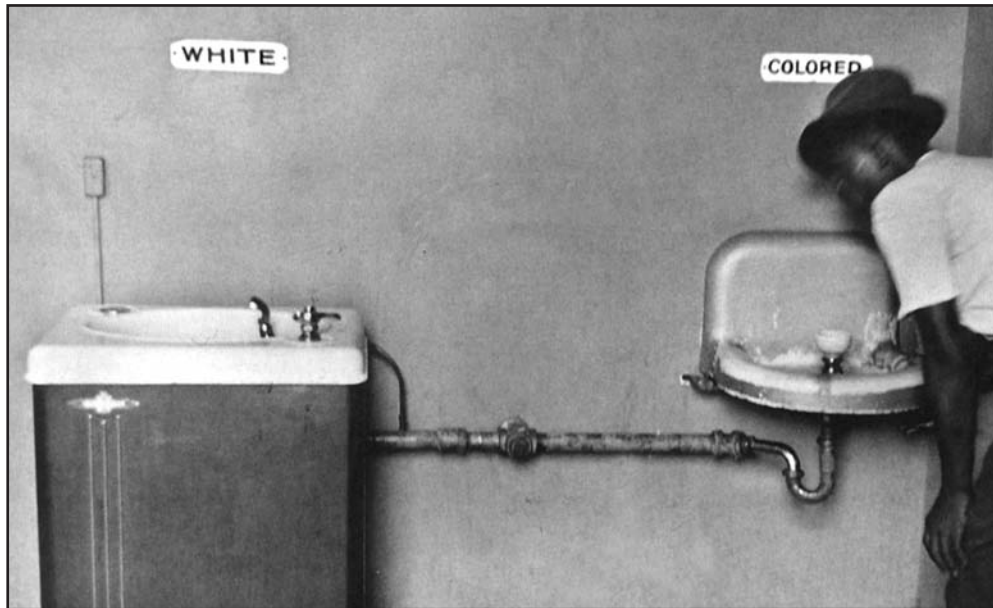
- Identifies a change that had occurred in the South by 1887
Examples: they manufactured more products; they sent manufactured products to the North and the West; the South was no longer devoted to agriculture; there were many new industries

Score of 0:

- Incorrect response
Examples: they are growing cotton; they discovered a new world
- Vague response that does not answer the question
Examples: they are doing a lot of things; change is marvelous
- No response

Document 6

A Public Fountain in North Carolina, 1950



— Photograph by Elliott Erwitt

Source: Steve Kasher, *The Civil Rights Movement: A Photographic History, 1954–68*,
Abbeville Press

6 What does this photograph show about the treatment of African Americans in the South after Reconstruction?

Score of 1:

- Identifies the treatment of African Americans in the South after Reconstruction
Examples: they had to drink from different water fountains; they were kept separate; African Americans had to use separate facilities in motels, buses, toilets, and drinking fountains; African Americans were segregated in most of their activities, including schools; they were discriminated against; most often separate facilities for African Americans were worse than those of whites; they were made to feel inferior because they had different water fountains

Score of 0:

- Incorrect response
Examples: African American fountains had to be on the right; fountains for African Americans had to be older
- Vague response that does not answer the question
Examples: different public facilities; colored water; African American fountains were in poor condition; fountains were labeled
- No response

Document 7

. . . Since 1868 there has been a steady and persistent determination to eliminate us from the politics of the Southern States. We are not to be eliminated. Suffrage is a federal guaranty and not a privilege to be conferred [given] or withheld by the States. We contend for the principle of manhood suffrage as the most effective safeguard of citizenship. A disfranchised citizen [one who is deprived of the right to vote] is a pariah [outcast] in the body politic. We are not opposed to legitimate restriction of the suffrage, but we insist that restrictions shall apply alike to all citizens of all States. We are willing to accept an educational or property qualification, or both; and we contend that retroactive legislation depriving citizens of the suffrage rights is a hardship which should be speedily passed upon by the courts. We insist that neither of these was intended or is conserved [protected] by the new constitutions of Mississippi, South Carolina or Louisiana. Their framers intended and did disfranchise a majority of their citizenship [deprived them of the right to vote] because of “race and color” and “previous condition,” and we therefore call upon the Congress to reduce the representation of those States in the Congress as provided and made mandatory by Section 2 of Article XIV of the Constitution. We call upon Afro-Americans everywhere to resist by all lawful means the determination to deprive them of their suffrage rights. If it is necessary to accomplish this vital purpose to divide their vote in a given State we advise that they divide it. The shibboleth [custom] of party must give way to the shibboleth of self-preservation. . . .

— Afro-American Council public statement, 1898

Source: Francis L. Broderick and August Meier, *Negro Protest Thought in the Twentieth Century*, Bobbs-Merrill Company

7 What political problem is being described in this passage?

Score of 1:

- Identifies the political problem being described in this passage
Examples: African Americans are being kept out of politics; African Americans are not being allowed to vote; disfranchisement; denial of suffrage; voting rights

Score of 0:

- Incorrect response
Examples: African Americans are being eliminated; education; self-preservation
- Vague response that does not answer the question
Examples: determination; politics; constitution
- No response

Document 8



Parade in New York City sponsored by the NAACP in 1917

Source: Robert Divine et al., *America Past and Present*, Addison Wesley (adapted)

8 What was the general goal of the marchers shown in this photograph?

Score of 1:

- Identifies the general goal of the marchers in this photograph
Examples: they are marching for equal rights; they want “all men are created equal” to be true; equal treatment for African Americans; to stop the unequal treatment of African Americans; to protest unfair treatment of minorities

Score of 0:

- Incorrect response
Examples: the NAACP should lead the march; truth should be self-evident
- Vague response that does not answer the question
Examples: parades are the answer; New York City allows parades
- No response

Scoring Note: While this question asks for a general goal of the marchers, more specific responses that indicate a knowledge that this photograph was of a silent march held in New York City protesting Jim Crow laws, segregation, disfranchisement, and/or lynchings in Waco, Memphis, and East St. Louis should also be given credit.

United States History and Government
Content-Specific Rubric
Document-Based Question—June 2004

Historical Context: The Civil War and the period of Reconstruction brought great social, political, and economic changes to American society. The effects of these changes continued into the 20th century.

Task: Identify and discuss *one* social, *one* political, **AND** *one* economic change in American society that occurred as a result of the Civil War or the period of Reconstruction

Key Ideas from the Documents

Social Changes in American Society After the Civil War

Doc 2	Emancipation of African Americans results in hostility shown towards race and class
Doc 2, 3	African Americans lose their former homes
Doc 3	Ku Klux Klan terrorizes and kills African Americans
Doc 4	Many African Americans became tenants on former plantations
Doc 6	African Americans forced to use separate public facilities; African American facilities are not equal to those of whites

Political Changes in American Society After the Civil War

Doc 1	14th Amendment guarantees citizenship, due process, equal protection
Doc 2	Former owners use their power to place limitations on emancipation
Doc 3	No state laws to end Ku Klux Klan interference with voting or to suppress KKK activity; denial of state courts to African Americans; persecution from Democratic party
Doc 7	Elimination of African Americans from Southern politics; lack of enforcement of 14th Amendment
Doc 8	NAACP support for African American rights; African Americans participate in parades to petition the government

Economic Changes in American Society After the Civil War

Doc 2	Former slaves not given land or money
Doc 2	African Americans have no land to grow crops
Doc 3	African Americans became tax paying citizens
Doc 4	African Americans became tenant farmers
Doc 5	South industrializes; South selling goods to the North and West

Relevant Outside Information

(This list is not all-inclusive.)

Social Changes in American Society After the Civil War

Activities of the Freedmen's Bureau; Freedmen's schools
Black Codes
Radical Republican goals for former slaves
13th Amendment; Civil Rights Acts of 1866, 1875, 1964
Booker T. Washington and the Atlanta Compromise; gradualism
W.E.B. DuBois' assertive approach
<i>Plessy v. Ferguson</i> ; Jim Crow laws; segregation of public facilities
Participation in World War I
Marcus Garvey; "Back to Africa" movement
Harlem Renaissance
<i>Brown v. Board of Education</i>
Affirmative action programs
Harry Truman's desegregation of the military
Integration of state universities and graduate programs to increase opportunities

Political Changes in American Society After the Civil War

Military Reconstruction enrolled African American voters
15th Amendment
African Americans elected to a variety of political positions
Compromise of 1877 officially ends Reconstruction; details of compromise
Increase in power for Conservative Democrats (Solid South)
Poll taxes, literacy test, grandfather clause
Civil Rights movement of the 1960s (NAACP, Rosa Parks, Martin Luther King, SCLC, Malcolm X)
24th Amendment
Voting Rights Act, 1965

Economic Changes in American Society After the Civil War

Economic activities of the Freedmen's Bureau
Black codes
Sharecropping; crop-lien system
Expansion of industrialization in the North as well as the South
Great migration to Northern urban areas for jobs during World War I
Booker T. Washington's emphasis on vocational training
Franklin D. Roosevelt's executive order for defense industries opens up new jobs
Integration of state universities and graduate programs for professional careers
Civil Rights Act (1964)
Lyndon Johnson's Great Society programs
Affirmative action programs

Scoring Notes:

1. The same example can be used to discuss more than one category of change, e.g., the Black Codes can be used to discuss both a social change and an economic change *or* activities of the Ku Klux Klan can be used to discuss both a social change and a political change.
2. The discussion of social, political, and economic changes that occurred after the Civil War must include the way in which those aspects of American society were changed.
3. Although the documents deal almost exclusively with changes affecting African Americans and the South after the Civil War, other changes in American society that occurred after the Civil War could be addressed as related outside information, e.g., the impact of the 14th and 15th Amendments on women's suffrage movement.
4. A change that is incorrectly identified as social, political, or economic, e.g., stating that the granting of voting rights is an economic change, should be considered a minor error when scoring this essay.

Score of 5:

- Thoroughly addresses all aspects of the task by identifying and discussing ***one*** social, ***one*** political, and ***one*** economic change in American society that occurred after the Civil War
- Incorporates accurate information from at least ***five*** documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to changes that occurred after the Civil War (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details; is more analytical than descriptive such as linking intimidation tactics of the Ku Klux Klan to the end of Reconstruction and further infringement on the political rights of African Americans *or* comparing the different approaches of Booker T. Washington and W.E.B. DuBois to civil rights and economic advancement
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Includes an introduction and a conclusion that are beyond a simple restatement of the theme

Score of 4:

- Addresses all aspects of the task by identifying and discussing ***one*** social, ***one*** political, and ***one*** economic change, although treatment of the different aspects of the task may be uneven such as discussing two changes in American society that occurred after the Civil War more thoroughly than the third change
- Incorporates accurate information from at least ***five*** documents
- Incorporates relevant outside information related to changes that occurred after the Civil War
- Includes relevant facts, examples, and details; may be more descriptive than analytical such as describing the intimidation tactics of the Ku Klux Klan *or* discussing only Booker T. Washington's approach to the economic advancement of African Americans
- Is a well-developed essay, demonstrating a logical and clear plan of organization; may use the documents in a less integrated manner than in a Level 5 response
- Includes an introduction and a conclusion that are beyond a simple restatement of the theme

Score of 3:

- Addresses all aspects of the task in a limited way *or* addresses most aspects of the task fully by discussing only **two** changes in American society that occurred after the Civil War
- Incorporates some information from the documents
- Incorporates limited or no relevant outside information
- Includes some relevant facts, examples, and details; may be more descriptive than analytical; may include some minor inaccuracies
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Includes an introduction and a conclusion that may be a simple restatement of the theme

Score of 2:

- Addresses some aspects of the task by fully discussing **one** change in American society that occurred after the Civil War *or* addresses **two** changes in American society that occurred after the Civil War in a limited way
- Incorporates little information from the documents *or* may only restate portions of the documents
- Presents little or no relevant outside information
- Includes few relevant 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 discussed
- May lack an introduction and/or conclusion *or* these elements may not refer to the theme

Score of 1:

- Shows little understanding of the task, but addresses some aspects of the task
- Makes vague, unclear references to the documents *or* may only copy portions of the documents
- Presents no relevant outside information
- Includes few relevant facts, examples, or 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 discussed
- 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

After the Civil War and Reconstruction there were many political, social, and economic changes that affected American society into the 20th century. After the Civil War, the nation had to rebuild itself and there were many challenges to face in the process. Reconstruction was a period of national change and this was reflected in the government, the people, and the economy.

The 13th amendment ended slavery but the 14th redefined citizenship to include former slaves which was necessary because of the Supreme Court's decision in the Dred Scott case. It broadened citizenship qualification to include all those born or naturalized in the US and these criteria are still in effect. (Doc 1) This was one of the first significant steps by the federal government in recognizing the rights of African Americans. The new definition of citizenship also led the women's suffrage movement, under the leadership of Elizabeth Cady Stanton and Susan Anthony, to demand further rights for themselves. The passage of the 15th amendment, although containing loopholes, was important because it was the first time African American could legally vote. The loopholes allowed states to find other ways to keep blacks, such as women, from voting which was why women

became more adamant about demanding the right to vote. In the 1890's, the women's suffrage movement became more active and assertive. However, while the federal government was changing and reforming by extending rights to former slaves, the states, particularly in the South, were more reluctant to comply. Voting restrictions such as the grandfather clause and poll taxes kept most Blacks away from the voting booth and political office. It wasn't until the 1960's that African Americans achieved full voting privileges throughout the U.S.

So, changes after the Civil War came much slower. While former slaves had the full rights of a citizen, many in the South put great effort into suppressing these rights. Groups like the KKK instilled terror into African Americans often threatening or killing them to prevent them from voting. Although the Force Acts were passed to protect the freedmen from violence, weak Presidential leadership in the Grant Administration led to non-enforcement of those laws. (Doc 3) Although the Civil Rights Act of 1875 prohibited discrimination in public accommodations, segregation was common in the South with whites consistently receiving better conditions, and this segregation was strongly enforced by racist Jim Crow laws, and upheld by the Supreme Court in *Plessy v. Ferguson* (Doc 6)

The Southern states were determined not to allow African Americans to gain a higher social status. African Americans were denied admission to state universities and colleges. African Americans were often the last hired and the first fired. It was not until the 1960's that laws were passed banning discrimination in hiring and affirmative action programs were put into place. Organizations such as the NAACP and Martin Luther King SCLC worked to end the oppression and they protested on their continual lack of rights, insisting that all men were equal and should be treated accordingly. (Doc 8) Social disadvantages in the South were common and they were in part a result of previous economic disadvantages.

After the Civil War, former slaves were essentially turned loose given no assistance or employment except for the few who benefited from the Freedmen's Bureau. (Doc 2) They often stayed on their master's plantation for a lack of a place to go and because the Black Codes restricted their activities. (Doc 4) This set the South up to continue to exercise their control and much of the discrimination from before continued. There was a movement toward economic improvement inspired by those who wanted the South to diversify their economy, particularly in the damaged South, where most of the war had been

freight. More factories were built, railroad lines were laid and a "New South" was born (Doc. 5). However, agriculture continued to be the dominant activity in the South and the majority of freedmen continued to be sharecroppers into the 20th Century.

The Civil War and Reconstruction were times of inevitable change. After Reconstruction ended in 1877 the changes implemented during this time continued to be issues throughout the 20th Century.

Anchor Level 5-A

The response:

- Thoroughly addresses all aspects of the task by identifying and discussing social, political, and economic changes in American society that occurred after the Civil War
- Incorporates accurate information from all the documents
- Incorporates substantial relevant outside information (13th Amendment ended slavery; Dred Scott case; 15th Amendment was first time African Americans could legally vote although it contained loopholes; 1890s women's suffrage movement became more active and assertive; voting restrictions such as grandfather clause and poll taxes kept most blacks away from voting booth and political office; in 1960s African Americans achieved full voting privileges; nonenforcement of Force Acts because of Grant's Presidential leadership; Civil Rights Act, 1875; segregation in public facilities; segregation strongly enforced by racist Jim Crow laws and upheld by Supreme Court in *Plessy v. Ferguson*; African Americans denied admission to state universities; African Americans often last hired and first fired; civil rights legislation banned discrimination in hiring and promoted affirmative action programs; Martin Luther King's SCLC; Freedmen's Bureau activities; Black Codes; economic improvement inspired by those who supported diversification of Southern economy; New South)
- Richly supports the theme with many relevant facts, examples, and details; is more analytical than descriptive (Reconstruction a period of national change; 14th Amendment redefined citizenship and one of federal government's first significant steps in recognizing rights of African Americans; new definition of citizenship led women's suffrage movement to demand further rights; Southerners reluctant to extend rights of former slaves; Southern states determined not to allow African Americans to gain higher social status; NAACP worked to end oppression; social disadvantages in South common as a result of previous economic disadvantages; agriculture continued to be dominant economic activity in South)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Includes an introduction that is beyond a simple restatement of the theme and a conclusion that restates the theme

Conclusion: Overall, the response fits the criteria for Level 5. Document information is substantiated by outside information and historical details. Good parallels are made such as linking the women's suffrage movement to the definition of citizenship in the 14th Amendment. Analytical statements are strong and contribute to a thorough understanding of changes in American society after the Civil War.

The period in American history known as the Civil War and Reconstruction resulted in social, political, and economic changes that continued to afflict American society. The treatment of African Americans after the war was often the root of many changes. Society as a whole was altered extensively at this time.

One social change that came out of the Civil War and Reconstruction was the implementation of segregation (a form of discrimination), the process of separating blacks from white society. Demonstrated by Jim Crow laws in Document 6, public facilities such as drinking fountains, bathrooms, restaurants, and even schools for blacks were kept separate from white facilities. The Supreme Court ruled in Plessy v. Ferguson that "separate, but equal" was constitutional, but of ten times black facilities were nowhere close to being equal to those of whites. "Separate but equal" schools were finally challenged in Brown

U. Board of Education and when President Eisenhower ordered federal troops to Little Rock, Arkansas. Blacks were often discriminated against, as is shown in Document 3, by various groups such as the KKK as well. Terrorist organizations such as the KKK continue to exist today, but are monitored by law enforcement agencies. One political change that emerged from the period after the Civil War is the fact that blacks were made citizens. Amendment 14, depicted in Document 1, provided for this new establishment of citizenship. Blacks were now granted life, liberty, property, and equal protection under the law. However, this new addition to the Constitution was not favored by many Southern whites, especially after the 15th amendment was ratified. Document 7 shows the fact that blacks were subject to a number of discriminatory measures at the polls. Southern leaders passed laws that implemented literacy tests, voting fees, and

other requirements, such as the grandfather clause, that blacks were not able to fulfill. Often times, African Americans found themselves frustrated and discouraged as they continued to be denied their rights. President Johnson's Great Society Civil Rights programs were a response to African American political demands in the 1960s. The Voting Rights Act of 1965 made it easier for African Americans to register to vote. The 24th amendment passed in 1964 finally ended poll taxes. One economic change that was a result of Reconstruction was actually quite ironic. After being emancipated, slaves were granted little to no help from the government. Although the early intentions of the Freedmen's Bureau included distributing land to freed slaves, this did not happen on a grand scale. Document 2 explains the fact that slaves were "turned loose to the open sky" to fend for themselves. Often times discriminated against in the search for jobs, blacks found themselves not

much better off economically than they were before. Document 4 demonstrates the fact that many were forced into tenant farming, which was not much better than their previous status, yet, they were no longer anyone's property even though they still lived on the same land. Black leaders such as Booker T. Washington began to encourage young blacks to get an education. His leadership at Tuskegee emphasized that a vocational education was necessary for social mobility and to earn the respect of whites. This in turn would lead to not only economic equality but also social and political equality.

The Civil War and Reconstruction were periods in American history which led to many social, political, and economic changes throughout society. Discrimination proved to be a driving force behind these new changes, their effects lasted long into the 20th century, and can even be felt mildly today.

Anchor Level 5-B

The response:

- Thoroughly addresses all aspects of the task by identifying and discussing social, political, and economic changes in American society that occurred after the Civil War
- Incorporates accurate information from documents 1, 2, 3, 4, 6, and 7
- Incorporates substantial relevant outside information (segregation is a form of discrimination; enforcement of Jim Crow laws in bathrooms, restaurants, and schools; *Plessy v. Ferguson*; “separate but equal” schools finally challenged in *Brown v. Board of Education* and when President Eisenhower ordered federal troops to Little Rock, Arkansas; terrorist organizations such as the KKK today monitored by law enforcement; ratification of 15th Amendment; implementation of literacy tests, voting fees, grandfather clause; President Johnson’s Great Society Civil Rights programs; Voting Rights Act; 24th Amendment ended poll taxes; early intentions of Freedmen’s Bureau of distributing land to freed slaves did not happen on grand scale; discrimination in search for jobs meant blacks not much better off economically; Booker T. Washington encouraged young blacks to get an education and emphasized vocational education necessary for social mobility and to earn respect of whites)
- Richly supports the theme with many relevant facts, examples, and details; is more analytical than descriptive (black facilities no where close to being equal to those of whites; 14th Amendment not favored by many Southern whites, especially after 15th Amendment ratified; frustration with continual denial of rights; after emancipation slaves granted little to no help from the government; even though African Americans lived on the same land, they were no longer anyone’s property)
- Is a well-developed essay, demonstrating a general plan of organization
- Includes an introduction and a conclusion that go slightly beyond a simple restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. Substantial outside information is used to analyze document information. References and conclusions demonstrate good knowledge and understanding of changes in American society after the Civil War beyond that which is suggested by the documents.

After the Civil War and the period of reconstruction in the late 1800's through the 20th century, economic, social, and political conditions changed for African Americans. Their new freedom and opportunities were not much greater than before when slavery existed. Despite reconstruction efforts, African Americans faced serious discrimination.

Economically for African Americans, the Civil War and reconstruction did little. According to Document 2, the federal government gave emancipated ^{slaves} hardly anything. Congress established the Freedmen's Bureau which distributed no land and no money, but only basic necessities like food and clothing. That meant many African Americans were truly on their own. As a result, many African Americans stayed on their former master's property or nearby and worked as tenant farmers. This is illustrated in Document 4 where after reconstruction, the Barron Plantation was fully divided and lived on by former slaves who farmed the land. Needless to say, many emancipated slaves that were fortunate to find jobs, received meager pay. It was not until World War I that many African Americans moved to the North to take advantage of higher paying jobs in northern

factories.

Socially, after the Civil War, Reconstruction made efforts to heal divisions yet the old caste-type system of the Antebellum South still remained for many years. When federal efforts were made toward legal equality, the states would pass their own laws.

These laws generally contradicted the federal amendments. An example of this was the Jim Crow Laws which provided for the segregation of blacks and whites and which was enforced by Supreme Court decisions and public opinion throughout the country. After military Reconstruction ended in 1877, African Americans were abandoned as a cause and inequality was accepted. Document 6 shows that there was separate facilities for colored and white people. The man is shown drinking from a water fountain designated colored. This code of segregation was often enforced by members of the Ku Klux Klan who rode... "nightly over the county... spreading terror wherever they go..." (Document 3) and, not much was done to stop their activities.

Political options and conditions for African Americans after the war and during Reconstruction and into the 20th century were no less of a struggle. From the beginning,

Southern states enacted their own laws that contradicted federal ones. For example, many southern states required voters to pass a literacy test, knowing that many African Americans of this time weren't literate. Louisiana and other southern states passed the Grandfather Clause knowing that their grandfathers couldn't vote. This was yet another voting restriction along with poll taxes that many African Americans couldn't pay. In Document 3, a petition to the United States Congress in March of 1871 pleaded for legal federal protection from the Ku Klux Klan and the terror associated with it. This terror was due to the fact that some blacks were attempting to exercise their right to vote. Still into the early 20th century African Americans were dealing with political inequality as some were still intimidated out of voting and running for political office, ^{and} thus whose issues were ignored by high-ranking members of the government, like the Supreme Court until *Brown v. Board of Education*.

Although Reconstruction was in essence a failure, it opened the door for economic, social, and political reforms that were later to come. Its economic, social, and political effects shaped developments of the mid-20th century.

Anchor Level 4-A

The response:

- Addresses all aspects of the task by identifying and discussing economic, political, and social changes in American society that occurred after the Civil War
- Incorporates accurate information from documents 2, 3, 4, 6, and 7
- Incorporates relevant outside information (Congress established Freedmen's Bureau which distributed only basic necessities; African Americans moved North during World War I for better jobs in Northern factories; caste-type system of antebellum South returned for many years; Jim Crow laws contradicted federal amendments; segregation enforced by Supreme Court decisions and public opinion; military Reconstruction ended in 1877; literacy test; grandfather clause; poll taxes; *Brown v. Board of Education*)
- Includes relevant facts, examples, and details; is both descriptive and analytical (new freedom and opportunities not much greater than when slavery existed; despite Reconstruction efforts, African Americans faced discrimination; Reconstruction did little for African Americans economically; not being given land by federal government led to many African Americans remaining on plantations as tenant farmers; emancipated slaves who found jobs received meager pay; African Americans abandoned as a cause after Reconstruction, and inequality accepted; Ku Klux Klan enforced segregation and not much was done to stop activities; political inequality continued in 20th century; Reconstruction was in essence a failure but opened the door for reforms)
- Is a well-developed essay, demonstrating a logical and clear plan of organization; uses the documents in a less integrated manner than in a Level 5 response
- Includes an introduction that is beyond a simple restatement of the theme and a conclusion that is a simple restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The repetition of some information regarding political and social changes after the Civil War combined with some ineffective document integration weakens the response. However, sophisticated descriptive terminology and good conclusions are indicative of an understanding of the time period and add to the analytical strength of the response.

The Civil War and the period of Reconstruction resulted in social, political, and economic changes. These changes continued to affect American society well into the 20th century.

The period of Reconstruction was aimed specifically at attempting to rebuild the war-torn South. The economic situation in the South practically needed to be built from the ground up. Due to the Emancipation Proclamation, issued in 1863, and the 13th Amendment, issued in 1865, all slaves residing in the South were free and no longer had to suffer the inhumane cruelty of the slaveowners. States, fearful of leaving the plantation owners nearly empty-handed, passed the Black Codes, which restricted the activities of the freed slaves. In an attempt to move away from an agricultural economic system, the South was pushed to become industrialized. This was a slow steady process, but eventually the South pushed forward. "The South is manufacturing a great variety of things needed in the house, on the farm, and in the shops." (Doc. 5) Although the South was pushing toward manufacturing and industrialization, the South still maintained its agricultural basis. Newly freed slaves were now farming as tenant farmers. (Doc. 4)

While African-Americans were working as tenant farmers very little else was offered although freedman schools

were established as part of Congressional Reconstruction.

African Americans were also denied rights due to the passage of the Jim Crow laws by states that contradicted the 14th Amendment, which granted equal rights to African Americans. (Doc. 1) The Jim Crow laws were enforced in any way possible, whenever possible. These laws strongly promoted segregation in the South, including separate bathrooms and separate entrances into buildings and restaurants even as far as separate drinking fountains. (Doc. 6) The Supreme Court legalized segregation in *Plessy v. Ferguson*. This led to protests throughout the country that continued into the 1960s.

The enforcers of these laws were the Ku Klux Klan, which emerged in the deep South as a new hope to the racist whites. After their creation, they began to emerge and spread in large numbers. "The KKK riding nightly over the country spreading terror where ever they go by robbing and killing our people." (Doc. 3) The KKK and other angry, white Southerners were constantly attempting to keep blacks away from the voting polls, often threatening to kill them. Thus, this ultimately affecting the politics in the South. Those that were less educated were forced to take literacy tests and fulfill the requirements of the Grandfather clause. That forced

blacks away from the polls. Although blacks voted and held political office during Reconstruction, state restrictions after Reconstruction prevented political participation of most African Americans for many years.

Social, political, and economic changes resulting from the Civil War and Reconstruction continue to evolve. The civil rights ~~movement~~ movement during the 1950s and the 1960s would eventually result in increased social, political, and economic opportunities for African Americans.

Anchor Level 4-B

The response:

- Addresses all aspects of the identifying changes in American society that occurred after the Civil War but discussing political and economic changes more thoroughly than social changes
- Incorporates accurate information from documents 1, 3, 4, 5, and 6
- Incorporates relevant outside information (Emancipation Proclamation; 13th Amendment; restrictions of Black Codes; Freedmen's schools established as part of Congressional Reconstruction; Jim Crow laws promoted segregation and contradicted 14th Amendment; legalization of segregation by Supreme Court in Plessy led to protests that continued into 1960s; literacy tests; grandfather clause; Civil Rights movement of 1950s and 1960s)
- Includes relevant facts, examples, and details; is both descriptive and analytical (inhumane cruelty of slave owners; states fearful of leaving plantation owners nearly empty-handed; attempt to move away from agriculture; South pushed to become industrialized but maintained agricultural basis; little else offered to African Americans other than tenant farming; Ku Klux Klan emerged as new hope to racist whites; Ku Klux Klan activities ultimately affected politics in the South; although former enslaved persons voted and held office during Reconstruction, state restrictions after Reconstruction prevented political participation of most African Americans for many years)
- Is a well-developed essay, demonstrating a logical and clear plan of organization; uses the documents in a less integrated manner than in a Level 5 response
- Includes an introduction that is a simple restatement of the theme and concludes by mentioning the outcome of the Civil Rights movement

Conclusion: Overall, the response fits the criteria for Level 4. The lack of effective historical transitions in the discussion of political and social changes contributes to some confusion as to which aspect of the task is being addressed. Some analytical statements and relevant historical references strengthen the response.

The changes brought about during Reconstruction vastly influenced the social, political, and economic climate of the United States for many years following the Civil War. Former slaves were granted the full rights of citizenship but were often denied these rights through Jim Crow laws and white vigilantism. Former slaves also faced poverty and a state of constant debt due to tenant farming. Many of the effects of reconstruction could still be seen long into the 20th century.

As illustrated by the 14th Amendment (Doc 1), newly freed slaves were guaranteed all rights of citizenship. Later the 15th Amendment was ratified allowing voting and political participation to the former slaves. As evident in Document 3 and Document 7, African Americans in the South were often denied the right to vote, not only through organizations such as the Ku Klux Klan but through poll taxes, grandfather clauses, and literacy tests. These resulted as ways around reconstruction laws.

Black Americans in the South were also denied the social equality of the 14th Amendment. As

shown by the separate water fountains in document 6, Jim Crow laws upheld segregation and discrimination in public facilities. During World War I and World War II African Americans fought in separate units and were, in general, offered limited opportunities for advancement in American society. This was a widespread problem lasting up to the Civil Rights movement of the mid 20th Century and beyond. The Civil Rights Act of 1964 and the Voting Rights Act of 1965 were passed by Congress in response to the activities of civil rights leaders such as Martin Luther King Jr., Malcolm X, and Rosa Parks.

The economic condition of the south was also affected by ^{the Civil War} and Reconstruction. A system that was once dependent on slave labor became entrenched in a system of tenant farming and sharecropping. Document 4 clearly illustrates the trend throughout the South which had former slaves living and farming the land owned by former masters. Black codes passed by Southern states encouraged former slaves to become tenant

farmers and pushed for them to sign contracts, often with former masters. The entire system of sharecropping and crop lien created a cycle of indebtedness that left many uneducated, poor former slaves in a cycle of indebtedness and virtual slavery. Document 2 reveals the lack of opportunity presented former slaves and the factors that led former slaves to become tenants.

Economic dependency on whites, Jim Crow laws, and denied voting are just a few of the ultimate results of Reconstruction and its shortcomings. Many of the precedents established after the Civil War and during Reconstruction lasted right up to the 1950s. While Reconstruction was well intentioned, it inadvertently allowed segregation and disenfranchisement to follow in its wake.

Anchor Level 4-C

The response:

- Addresses all aspects of the task, identifying changes in American society that occurred after the Civil War but discussing social and economic changes more thoroughly than political changes
- Incorporates accurate information from documents 1, 2, 3, 4, 6, and 7
- Incorporates relevant outside information (white vigilantism; 15th amendment allowed political participation; poll taxes; grandfather clause; literacy test; Jim Crow laws upheld segregation and discrimination in public facilities; separate military units for African Americans in World War I and World War II; Civil Rights Act of 1964; Voting Rights Act of 1965; Martin Luther King, Jr.; Malcolm X; Rosa Parks; sharecropping; Black Codes encouraged former slaves to become tenant farmers and sign contracts with former masters; crop-lien system created cycle of indebtedness and virtual slavery)
- Includes relevant facts, examples, and details; is more analytical than descriptive (former slaves faced poverty and a state of constant debt due to tenant farming; many effects of Reconstruction seen in 20th century; voting restrictions as a way around Reconstruction; laws limited opportunity and advancement in American society; system once dependent on slave labor became entrenched in tenant farming and sharecropping; economic dependency on whites; Reconstruction precedents lasted until the 1950s; Reconstruction well-intentioned although inadvertently allowed segregation and disenfranchisement)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Includes an introduction and a conclusion that are beyond a simple restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The analytical statements in the introduction and the conclusion are used to frame the response. Historical facts are used effectively throughout the response to support descriptive and analytic statements; however, the analysis lacks depth.

The Civil War and the period of Reconstruction resulted in social, political and economic changes that continued to affect American society into the 20th century. These new changes resulted in a transformation of the United States.

The Civil War and Reconstruction had social changes in the south. Most, if not all, public places were segregated. As shown in Document 6, African Americans received less than adequate public facilities (schools, hospitals, restaurants, and theaters) compared to whites. Jim Crow Laws allowed this segregation to occur and this was okay according to the decision in Plessy v. Ferguson.

Another change during Reconstruction was political. After the Civil War, African Americans were given citizenship by the 14th Amendment as shown in Document 1. Even though granted citizenship, many African Americans were denied rights. In Documents 7 and 3, both authors explained how they and other African Americans were denied the right to vote. Many African Americans were killed, beaten or just plain denied the right to vote as a result of the activities of the Ku Klux Klan. Southern states passed the literacy test and poll taxes which led to marches such as the one by the NAACP in the 1900's.

Another change was economic. In Document 2, Frederick Douglass explains his problem with the

emancipation of slaves. The emancipated slaves were freed with no land to live on, no money, no food and no job to earn money. How are all those people supposed to live? Plantation owners divided up their land and rented sections to freed slaves. The freed slaves became tenant farmers who made very little money. This did not help the freedmen that much. Some of the landowners decided not to grow just cotton and began growing other crops. Some new factories were built and the South started to industrialize.

African Americans were freed but had to deal with many problems/changes in America.

Anchor Level 3-A

The response:

- Addresses all aspects of the task in a limited way by identifying and discussing social, political, and economic changes in American society after the Civil War
- Incorporates some information from documents 1, 2, 3, 5, 6, and 7
- Incorporates limited relevant outside information (segregation of public places: schools, hospitals, restaurants, theaters; Jim Crow laws; *Plessy v. Ferguson*; literacy tests; poll taxes)
- Includes some relevant facts, examples, and details; is more descriptive than analytical (citizenship given by 14th Amendment; denial of rights despite 14th Amendment; denial of right to vote by activities of Ku Klux Klan; march sponsored by NAACP; emancipation of slaves left questions; division of plantations; tenant farmers made little money; change did not improve status of freedmen; growing of crops other than cotton; beginning of industrialization in South)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Includes an introduction and a conclusion that are a simple restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Although all aspects of the task are addressed, the information used to support the documents is limited. The combination of information from several documents leads to overgeneralizations.

After the Civil War, and the period of Reconstruction social, political and economic changes continued to affect American society into the 20th century. The social status of African Americans went from slaves to freedmen. The political changes were numerous. Like giving blacks the right to vote (by the federal government) then having the State governments take it away. Economic changes during reconstruction were amazing. Instead of the north having all the factories and doing all of the supplying, the south started helping out.

Political changes that affected America into the 20th century were numerous, but not accepted by all. The federal government gave African Americans the right to vote through the 15th amendment. The state government created their own laws, such as the Jim Crow laws, and the Grandfather clause. These basically said that if your grandfather voted then you could vote. This excluded all blacks. They also made you pay before you could vote. Most blacks were poor so this also excluded blacks. The Ku Klux Klan (Document 3) scared blacks by robbing, whipping, and killing them for no reason. They slaughtered them when they tried to vote.

They also separated blacks and whites. Where they lived, where they ate, and where they went to school (Document 6).

Economic changes during reconstruction and after the Civil War were great. The South started to modernize. They built some factories. They started to diversify their crops and plant more than cotton. The South supplied the North with some manufactured goods. (Document 5). The blacks were independent now and were part of the economic change (Document 4.)

Large plantations were broken down into small tenant farms and the freed slaves became sharecroppers. Although sharecropping was better than slavery, the former slaves did not make much money and the plantation owners maintained control. Despite the introduction of factories agriculture remained the most important activity in the South.

The period of reconstruction and after the Civil War changed American social, political, and economic standards that lasted throughout the 20th Century. Many things changed and many people had a hard time

adjusting. These changes are more widely expected now, but the Southern states still have segregation that goes on. In Georgia in 2002 there was a high school that had their first mixed prom. They still separate black and whites today.

Anchor Level 3-B

The response:

- Addresses most aspects of the task fully by identifying and discussing economic and political changes in American society after the Civil War
- Incorporates some information from documents 3, 4, 5, 6, and 7
- Incorporates limited relevant outside information (15th Amendment gave African Americans right to vote; Jim Crow laws; grandfather clause; separation in housing and schools; diversification of crops; sharecroppers; desegregated prom first held at high school in Georgia in 2002)
- Includes some relevant facts, examples, and details; is both descriptive and analytical (federal government gave rights and states then took them away; state governments created own laws; payment before voting; activities of Ku Klux Klan; South started to modernize and build factories; sharecropping better than slavery; plantation owners continued to maintain control; agriculture remained most important Southern activity)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Includes an introduction that summarizes the changes and a conclusion that connects the Reconstruction period to the 20th century

Conclusion: Overall, the response fits the criteria for Level 3. The outside information is explained and integrated with accurate document analysis. The introduction and conclusion strengthen the response and tend to conceal the lack of discussion in the body of the response.

After the civil war and the period of Reconstruction social, political and economic changes continued to affect American society, into the twentieth century. These changes were needed to later strengthen US society and establish a true world power.

During the period of Reconstruction the US underwent many social changes dealing with the rights of African Americans. The 14th Amendment guaranteed equal protection of the law and should have given freedom of equal rights. With the decision of Plessy vs Ferguson the Supreme Court decided that separate but equal facilities were allowed between whites and blacks. This angered many African Americans who often had to drink out of the less maintained and separate water fountain and sit in the back of the bus until Rosa Parks protested. African Americans were also being attacked by white supremacist groups--like the Ku Klux Klan who invaded towns and killed many people. Their struggle for freedom was success through speakers

like Martin Luther King, Jr. and Malcolm X. Also through groups like the NAACP founded by Web Dubois.

Many economic changes occurred during Reconstruction also. In the South the many African Americans obtained their own jobs and set up tenant farms in the South on their former plantations. During this time the South became somewhat industrialized and helped produce household and farm goods that would be shipped to the North and the West. After slavery, African Americans could apply for jobs since they were considered US born people, but most remained on the plantations as share croppers. This helped the South grow many different crops instead of just cotton and tobacco.

After the civil war and the period of Reconstruction many social, political and social changes occurred. These changes helped establish the US as a free nation and world power. The economy was starting to boom and political

ideals helped many people obtain freedoms.
After the civil war Reconstruction
definetly reshaped the US society
from 1865 to today.

Anchor Level 3-C

The response:

- Addresses most aspects of the task fully by identifying and discussing social and economic changes in American society after the Civil War
- Incorporates some information from documents 1, 3, 4, 5, 6, and 8
- Incorporates relevant outside information (*Plessy v. Ferguson* established separate but equal facilities; Rosa Parks' protest; Ku Klux Klan as white supremacist group; Martin Luther King, Jr.; Malcolm X; W.E.B. DuBois; sharecroppers; diversification of crops in the South)
- Includes some relevant facts, examples, and details; is more descriptive than analytical (equal protection of the 14th Amendment; African Americans angered because of bad treatment; less maintained and separate water fountains; setting up of tenant farms on former plantations; industrialization of the South)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Includes an introduction and a conclusion that are beyond a simple restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Even though the introduction and conclusion include statements that are exaggerated, they are attempts to go beyond a simple restatement of the theme. The outside information is stated rather than discussed.

The Civil War, and the period of Reconstruction resulted in social, political, and economic changes that continued to affect American society into the 20th century. African Americans struggled for equality after the Civil War. In many ways they were still considered unequal.

As shown in Document 3, the political role of African Americans also changed. Many were still not being allowed to vote. Some were also killed by the KKK for trying to vote. The blacks were upset with this treatment and begged for changed even though they were unable to go to court. They thought that they had received equal citizenship status and equal protection under the law. This is granted by the 14th Amendment which is shown in Document 1. It would be many years before they would be guaranteed equality.

African Americans also experienced many social changes after the Civil War. They were still not treated as equals.

As shown in Document 6, they even had separate drinking fountains for colored people. The fountain for the whites is way more elaborate than the colored fountain, so the facilities are not equal. The blacks were being treated as inferiors because of Plessy v. Ferguson and they did not agree with it. There were many events such as marches sponsored by the NAACP to push for the equality of African Americans. This is illustrated in Document 8.

The Civil War and the period of Reconstruction resulted in political, social, and economic change that continued to affect American society into the 20th century. African Americans struggled for equality after the Civil War. In many ways they were still considered as unequals.

Anchor Level 2-A

The response:

- Addresses some aspects of the task by identifying and discussing in a limited way political and social changes in American society after the Civil War
- Incorporates little information from documents 1, 3, 6, and 8
- Presents little relevant outside information (*Plessy v. Ferguson*)
- Includes few relevant facts, examples, and details (in many ways African Americans considered unequal after Civil War; politics of African Americans changed; blacks begged for changes even though unable to go to court; many years before African Americans would be guaranteed equality; blacks treated as inferiors)
- Demonstrates a general plan of organization
- Includes an introduction and a conclusion that are somewhat beyond a simple restatement of the theme, although both present essentially the same information

Conclusion: Overall, the response fits the criteria for Level 2. The response shows an understanding of the time factor involved for African Americans to achieve equality in American society. Although the discussion of the separate drinking fountains is simplistic, it demonstrates that the treatment of African Americans was different.

After the civil war, the period of Reconstruction resulted in social, political, and economic changes that continued to affect American society into the 20th century. Some of the documents mention social, political, and economic changes. The African Americans had to go through a lot of new changes.

Document 4 shows the African Americans economic changes between 1860 and 1880. In 1860 before slaves became free they lived in small "quarter" houses together on their owners land. They didn't have any freedoms. But in 1880 when they became free they didn't have any place to go. They didn't have any money or land. So the property owners built little tenants houses on their land and the blacks stayed on the land and worked it. They went to church and school like other people. But they were still treated like slaves to a degree. They still worked for the same people on the same land doing the same work - they had before.

In Document 5 stated another economic change. This change occurred ~~that~~ in the South also. The South was industrializing. They started making many household products and then shipping them up to the North. This helped the South recover more quickly.

Anchor Level 2-B

The response:

- Addresses some aspects of the task by identifying and discussing economic changes in American society after the Civil War
- Incorporates a little information from documents 4 and 5
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (African Americans had to go through many new changes; property owners built tenant houses so blacks stayed on the land and worked it; went to school and church like other people but treated like slaves; worked for same people on the same land doing the same work; industrialization of the South)
- Demonstrates a general plan of organization
- Includes an introduction that is a simple restatement of the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Although the response addresses only economic changes in American society after the Civil War, the evaluation of Document 4 leads to some good conclusions about the changes and the lack of changes in the lives of former slaves. Other information is referred to but no facts are cited to support that information.

After the Civil War, the period of Reconstruction resulted in, social, political, and economic changes that continued to affect American society into the 20th century.

One social effect of Reconstruction on American society ~~was that African Americans were often segregated~~ is, how African Americans were often segregated. As shown in document 6, they had to live with the fact that whites were better. They had different bathrooms, drinking fountains, schools, and churches.

It wasn't until many struggles and hardships that former slaves could finally live on their own, as shown in document 4. One political change is, the 14th amendment, how everyone was supposed to get equal rights. As stated in document 1. It was created in 1868, which helped former slaves receive these rights.

Their troubles didn't stop there, around the 1870's, the Ku Klux Klan began terrorizing them, according to document 3. They were robbed, whipped, and sometimes even killed. They were denied the right to vote and sometimes killed for trying.

One economic change is, when slaves

were being emancipated they had no money, no place to live, and no necessities we all need in our everyday lives. According to Fredric Douglas, in document 2, Russian Slaves were given three acres of ground in which they could live off of. He felt that the United States should do the same.

As a result you can now see how all of these factors have affected the American Society in the 20th century.

Anchor Level 2-C

The response:

- Addresses all aspects of the task in a very limited way by identifying and minimally discussing political, social and economic changes in American society after the Civil War
- Incorporates limited information from documents 1, 2, 3, 4, and 6
- Presents limited relevant outside information (African Americans often segregated; whites had different bathrooms, schools, and churches; lack of necessities needed for everyday living)
- Includes few relevant facts, examples, and details (African Americans had to live with the fact that whites were better; was not until many struggles and hardships that former slaves could live on their own; everyone was supposed to get equal rights with the 14th Amendment; terrorism and denial of voting rights by the Ku Klux Klan); includes an inaccuracy (explanation of the 14th Amendment)
- Demonstrates a general plan of organization
- Includes an introduction that is a simple restatement of the historical context and a weak conclusion that is a simple restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. Although all aspects of the task are addressed, the information presented is limited. Generalizations are used to summarize the documents and are not effectively integrated into the narrative. The discussion of the 14th Amendment as it relates to a political change is inaccurate.

After the Civil War, the period of Reconstruction resulted in social, political, and economical changes that continued to effect American society into the 20th century.

I feel all of these changes revolved around African Americans. African Americans at this time were separate but equal. The blacks really couldn't vote, because the Ku Klux Klan always scared them of or stuff like that. The blacks really only had each other. This had definitely affected them both socially and politically.

Economically, the African American helped a lot. Because they were black, prevented them from getting good jobs. Most were farmers. This helped, because it meant that more crops were coming in to the stores. In turn, this meant that these crops could be turned into products one must have in the every day life. This would include sweaters and food.

~~The~~ Blacks were treated very

Unfairly. They were segregated. They
were harassed and sometimes slaughtered.
All they wanted was total equality.

Anchor Level 1-A

The response:

- Shows little understanding of the task, but addresses some aspects of the task by identifying political, economic, and social changes in American society after the Civil War
- Makes unclear references to documents 3, 4, 5, and 6
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (separate but equal; blacks could not vote because of Ku Klux Klan; blacks really only had each other; prevented from getting good job because they were black; blacks treated unfairly, harassed, and sometimes slaughtered)
- Demonstrates a general plan of organization
- Includes an introduction that is a simple restatement of the theme and a conclusion that incorporates a social change

Conclusion: Overall, the response fits the criteria for Level 1. The response addresses all aspects of the task; however, the information presented in the discussion of the task is minimal. Limited document information is used and the references are vague.

The reconstruction when blacks were no longer slaves and were let free they had nothing to work with then they were fighting for equal rights for the blacks because their rights were very little have could not testferi against a white man or vote with out pay a poll tax. They had to use different things like bathroom sit in the back of the bus things like that they were all way fighting for equal rights in stand of being discrianned agoint because the color of their skin. They had no right for most part they live in the worst parts of very thing the reconstruction end that for the most part gave them more rights to them

Anchor Level 1-B

The response:

- Shows little understanding of the task, but addresses some aspects of the task by identifying some changes in American society after the Civil War
- Makes vague, unclear references to documents 2, 3, and 6
- Presents little relevant outside information (poll tax required to vote; different bathrooms; sit at the back of the bus)
- Includes few relevant facts, examples, and details (blacks no longer slaves as a result of Reconstruction; blacks fighting for equal rights; could not testify against a white man; gave them more rights)
- Is a poorly organized essay; lacks focus; contains digressions; does not clearly identify which part of the task is being discussed
- Lacks an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response uses very minimal information to address the changes after the Civil War and shows a very limited understanding of the task. The lack of organization further detracts from the effort.

After the Civil War and, during and after the reconstruction that took place, there were many changes social, political, and economical, on American society.

Many social changes resulted from the 14th Amendment, and its freeing of the slaves and making them citizens of America (Document 1).

One social change that resulted from the Reconstruction and after the Civil War was that emancipated slaves refused to let white people walk all over them. They knew their rights as citizens and used them, proclaimed them in parades, such as the NAACP protest in the early 1900's, they fought back against Jim Crow Laws in the 1950's and 1960's by organizing boycotts and sit-ins. (Document 8).

One political change of the Reconstruction after Civil War was the great racial discrimination against colored people and even immigrants. African Americans were denied the basic rights of American citizens like protection, the freedom of liberty and speech. Everywhere blacks turned they were put down by whites, whether it was being forced to drink at a separate water fount than whites, (document 6) or being terrorized, kept from voting, robbed, and murdered by the Ku Klux Klan. (document 3)

African Americans were given the rights of American citizens, but whether they could keep them was entirely

another matter. The Reconstruction of the south after the Civil War created and enlarged feelings of hatred towards freed slaves and African Americans in general from the Southerners. The Civil Rights movement and Supreme Court decisions like Brown v. Board of Education helped to reverse these feelings.

But this conflict was not all that resulted from the Civil War and Reconstruction of the south, an economic effect of the Reconstruction was that by at least 1887, the economy of the south was beginning to look better. The south was starting to industrialize and selling cheaply the things that the North needed in their homes, (document 5) The South started to build more railroads and roads to connect them with the North and West.

In conclusion the Reconstruction after the Civil War had many effects on American Society lasting into the 20th Century. These Social, Political, and Economical effects shaped the way we think about racism and the way we live today.

Reconstruction ~~was~~ a very important part of our nation's history. It helped ~~to~~ greatly change our country and affected us politically, economically, and socially.

Politically, Reconstruction opened up a lot more opportunities for people to vote that were previously denied this right. African-Americans and women were now granted suffrage. Document 8 shows this as members of the NAACP marched for the right to vote.

Socially, things changed too. Jim Crow laws, as shown in Document 6, segregation was ensured by making different separate facilities for white and black people. This separated blacks and whites and prevented a lot of potentially good things that could have happened. The Ku Klux Klan, as represented in Document 3, ~~terrize~~ terrorized African-Americans horribly during this time period, and as a result, blacks were prevented from going many places.

Economically, more jobs opened up for more people during Reconstruction. In Document S, proof is shown that in the South more people were working and more products were being manufacturing. Also, more jobs were being created, and other than the Great Depression in the early 1930's, people were beginning to make better money.

The Reconstruction period had some positive ~~at~~ and negative affects on the U.S as a whole. But if it hadn't happened, the ~~world~~^{country} today would be a very different place, and in many ways, a very bad place.

The period of Reconstruction, which occurred after the Civil War led to many changes that affected countless Americans. Reconstruction, or the act of reuniting and stabilizing the Union along with assimilating African Americans, began in 1865 and continues to affect many even today. Not only did social changes occur as African Americans tried to find their niche in society, but political changes such as universal ~~suffrag~~ suffrage and economic changes like tenement farming, occurred as well.

The 14th Amendment, ratified in 1868, resulted in a great social change as African Americans were finally viewed as citizens (Document 1). The amendment also stated that, as citizens, African Americans could not be deprived of "Life, liberty, or property." This was a vast improvement for African Americans, as they were finally within reach of equality. However, many whites ignored the protections of freed slaves, and they continued to suppress them, especially when the military troops were removed from the South and Reconstruction ended in 1877. A photograph in Document 6 shows the unequal nature of the state Jim Crow laws, under which blacks were suppressed. Segregated in schools, hospitals, trains, and playgrounds meant white supremacy was reinforced every day in the South. Although the Supreme Court decision in Plessy vs. Ferguson promised separate but equal conditions, the conditions were unequal and the races continued to grow more separate and more unequal. The photo shows the inequality by showing a much smaller and unfinished water fountain for the "coloreds" than the one for the "white." Though there was no one currently using the white fountain, the "colored" man

was still forced to use the inferior fountain. This type of segregation led to blacks feeling inferior to whites and becoming increasingly hostile. However, the Ku Klux Klan was ~~also a major factor in the lives of blacks~~ also an ever present factor in the lives of blacks and was able "to keep them in their place." From pure terror tactics, such as burning crosses and riding at night covered with white sheets, to "robbing, whipping, and killing" (Document 3), the KKK forced blacks to live in fear. This inhibited them from fulfilling their newly won rights, such as voting, and was detrimental to their livelihood and no one seemed to care that their status remained unchanged.

As well as social changes, the nation experienced many political changes after the Civil War. One of the most prevalent changes was the granting of universal suffrage. Although this right was made law in the 15th Amendment, many whites found ways to circumvent this and keep blacks from voting. This illegitimate restriction was recognized in a speech by the Afro-American council (Document 7). The speaker stated that there had been a "steady and persistent determination to eliminate us" from voting. This manifested itself in poll taxes, which kept away the poor, literacy tests, which turned away the uneducated, and the grandfather clause which allowed a man to vote if his grandfather had voted, which most blacks didn't have, many blacks voted and even elected other blacks to office in the South during Reconstruction. However, with the reemergence of the Democratic Party and the election of Redeemer governments, blacks were eliminated from the political life of the South.

Finally, many economic changes occurred as well. As Reconstruction improved the South, their industry grew as well and before long they were providing manufactured goods to the North (Doc. 5). As industry improved and factories opened, more jobs became available and the economy improved. But for the most part, these opportunities did not extend to blacks. Many were forced to become tenant farmers or farm borrowed land with borrowed tools, which they needed to pay back. In Doc. 4, a map demonstrated how many of the former slaves of the Barrow Plantation still lived on and farmed the same land, only now as tenement farmers. The system appealed to whites as they still had control, yet harmed blacks and pushed them into a cycle of debt that was nearly impossible to overcome. This cycle of debt and lack of equal educational opportunities combined to limit their social and economic mobility.

While African Americans were still discriminated against, they earned many rights that helped them immediately and would continue to help in the future as they gained more. Blacks worked their way to future equality, and many whites began to accept that equality would soon become a reality.

After every war, there is a period of reconstruction. In most instances of reconstruction after Civil Wars, the entire nation goes through dramatic changes. However, in the Reconstruction following the United States Civil War many more social, economical, and political changes took place in the South than the North.

One of the biggest political changes that took place after the Civil War and during ^{the} Reconstruction Era was the ways African Americans were viewed, particularly in the South. In 1868, the 14th Amendment was passed. According to Document One, the 14th Amendment states "All persons born or naturalized in the United States . . . are citizens of the United States and the State wherein they live." Essentially, this amendment is stating the rights of all citizens to have citizenship which countered the Dred Scott decision made by the Supreme Court in 1857. ~~Although~~

Although this amendment gave full citizenship and "equal protection of the laws," many whites opposed it. Groups such as the Ku Klux Klan tried to keep blacks away from the polls by means of intimidation, and sometimes, murder. Document 3 illustrates how the KKK used means of violence and murder to keep blacks away from the polls. Southern states found other ways of keeping blacks from voting by passing ~~poll taxes and~~ laws such as literacy tests and the grandfather clause. Poll taxes and residency requirements restricted African Americans from not only voting but holding political office.

Even into the 20th century blacks did not receive the same treatment and rights as those enjoyed by whites. Document 6 shows a segregated

drinking fountain and the difference in quality between the white fountain and the colored fountain. African Americans saw this injustice, and formed groups to combat the prejudice. By the 1900s, the NAACP (National Association for the Advancement of Colored People) had become a prominent voice in the fight for equality. Document 8 illustrates a NAACP sponsored parade in New York City in which blacks are crusading for their social rights. Participation in two world wars still ~~did not~~ did not change their status in a positive way. Activities of the NAACP and other civil rights groups in the 1950s and 1960s finally led to the end of segregation and the guarantee that African Americans would have voting rights.

An economic impact of the Civil War and Reconstruction on American society was that of former slaves and impoverished people settling west as a result of a law passed before they were freed. In 1862, Congress passed the Homestead Act, which provided land out west for anyone wishing to cultivate it for a period of five years. Few could take advantage of this deal because they lacked financial resources. Document four illustrates the amount of homes built by former slaves who became tenant farmers on plantations. Unfortunately, this meant that their status did not change much.

Some of the former slaves were able to get their income from the manufacturing that started to pop up in the South after the Civil War. Document five describes the developing manufacturing economy of the South. The majority of manufacturing was that of cotton and textiles. These industries carried the South's economy in part well into the 20th century.

Most of the South continued to depend on farming

Many social, political, and economic changes took place after the Civil War. Many ~~social~~ of these changes had to do with African Americans and their rights. Before the Civil War, especially in the South, blacks had few rights. However, out of bad events often come good results. Although the Civil War was horrendous and it tore the nation apart, it cleared the way for equality between rights and African Americans.

After the Civil War, the period of reconstruction resulted in social, political, and economic changes that continue to affect American society into the 20th century.

One social effect that happened from the Reconstruction period is that African Americans received the right to vote. They have been struggling to get it. A document that shows this is Document 7. It explains the attitude of all African Americans.

One political effect is trying to put the country back together. (The North and the South) also the political can deal with the voting issue to. Another document that shows this is Document 3. It explains that the blacks can pay taxes, follow laws, and live in a white world, and still not be able to vote.

One economic effect is in Document 5. This explains that people are getting more money by the natural resources.

So in all the Reconstruction was
a good time it helped built the U.S
into a country that it is today.

Practice Paper A—Score Level 3

The response:

- Addresses all aspects of the task in a limited way by identifying and discussing social, political, and economic changes in American society after the Civil War
- Incorporates some information from documents 1, 3, 5, 6, and 8
- Incorporates relevant outside information (Jim Crow laws; racial discrimination against colored people and immigrants; basic rights of liberty and speech denied; boycotts and sit-ins of the 1950s and 1960s; civil rights movement; *Brown v. Board of Education*; rebuilding of railroads and roads in the South to connect them to the North and West)
- Includes some relevant facts, examples, and details; is both descriptive and analytical (citizenship of 14th Amendment; parades used to proclaim citizen rights; activities of Ku Klux Klan; African Americans given rights but difficult to keep; Reconstruction created and increased feelings of hatred; industrialization of the South)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Includes an introduction and a conclusion that are a simple restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Facts, details, and outside information are included but are not used to develop each part of the task fully. Some analytical statements are made but are not effectively integrated into the discussion.

Practice Paper B—Score Level 2

The response:

- Addresses some aspects of the task by identifying and discussing social changes in American society after the Civil War and only referring to political and economic changes in American society after the Civil War
- Incorporates a little information from documents 3 and 6
- Presents little relevant outside information (Jim Crow laws; segregation ensured by separated facilities for whites and blacks)
- Includes few relevant facts, examples, and details (segregation prevented potentially good things that could have happened; Ku Klux Klan terrorized African Americans; blacks prevented from going many places)
- Demonstrates a general plan of organization
- Includes an introduction that is a simple restatement of the theme and a conclusion that makes an evaluation of change

Conclusion: Overall, the response fits the criteria for Level 2. The discussion of social changes is supported with a few facts about Jim Crow laws and the terrorist activities of the Ku Klux Klan. The understanding that good things could have happened had segregation not become a fact of Southern life demonstrates some knowledge of societal change after the Civil War. However, political and economic changes in American society after the Civil War are merely mentioned as occurring.

Practice Paper C—Score Level 5

The response:

- Thoroughly addresses all aspects of the task by identifying and discussing social, political, and economic changes in American society that occurred after the Civil War
- Incorporates accurate information from documents 1, 3, 4, 5, 6, and 7
- Incorporates substantial relevant outside information (definition of Reconstruction; end of Reconstruction in 1877 with removal of federal troops from the South; Jim Crow laws; reinforcement of white supremacy with segregation in schools, hospitals, trains, and playgrounds; “separate but equal”; *Plessy v. Ferguson*; activities of Ku Klux Klan; whites found ways to circumvent terms of 15th Amendment; poll taxes kept poor from voting; literacy tests turned away uneducated; reemergence of Democratic Party and election of redeemer governments after Reconstruction eliminated blacks from Southern political life)
- Richly supports the theme with many relevant facts, examples, and details; is more analytical than descriptive (universal suffrage; 14th Amendment meant African Americans were finally viewed as citizens and finally within reach of equality; many whites ignored protections given to freed slaves and continued to suppress them; races continued to grow more separate and more unequal; even though white fountains were not in use they could not be used by African Americans; segregation led to feelings of inferiority and increasing hostility of African Americans; Ku Klux Klan activities were detrimental to livelihood of blacks; no one seemed to care that status remained unchanged; increase in industry meant more jobs but not usually for African Americans; tenant farming appealed to whites because they maintained control; cycle of debt and lack of educational opportunities created by tenant farming combined to limit social and economic mobility)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Includes an introduction that is beyond a simple restatement of the theme and concludes by summarizing the connection between past and future rights of African Americans

Conclusion: Overall, the response fits the criteria for Level 5. Although, in a few cases, words are used incorrectly (*tenement* instead of *tenant*; *inhibited* instead of *prohibited*) and document information is quoted, the response is strong in its evaluation and application of the documents. The introduction establishes a theme of the changes that affected African Americans as a result of the Civil War and Reconstruction and how this continued to affect them as they have tried to find their niche in society. The body of the response uses document information as a basis to add historical details and conclusions to verify the theme.

Practice Paper D—Score Level 4

The response:

- Addresses all aspects of the task identifying changes in American society that occurred after the Civil War but discussing political and social changes more thoroughly than economic changes
- Incorporates accurate information from documents 1, 3, 4, 5, 6, and 8
- Incorporates relevant outside information (14th Amendment countered Dred Scott decision; Southern states passed literacy tests, grandfather clause, poll taxes, and residency requirements to keep blacks from voting and holding political office; participation in world wars did not change status; activities of NAACP and civil rights groups finally led to end of segregation and guarantee of voting rights; settlement in West as result of Homestead Act, although few could take advantage because of lack of financial resources; jobs in manufacturing for some)
- Includes relevant facts, examples, and details; is both descriptive and analytical (many whites opposed to 14th Amendment; Ku Klux Klan used intimidation and sometimes murder to keep blacks away from the polls; even into 20th century blacks did not receive the same treatment as those enjoyed by whites; segregated drinking fountains; African Americans saw injustice and formed groups to combat prejudice; NAACP prominent voice in fighting for equality; tenant farming did not change status much; most of South continued to depend on farming)
- Is a well-developed essay, demonstrating a logical and clear plan of organization; uses the documents in a less integrated manner than in a Level 5 response
- Includes an introduction that goes beyond a simple restatement of the theme and a conclusion that refers to the horrors of the Civil War that laid the groundwork for equality

Conclusion: Overall, the response fits the criteria for Level 4. Document information is complemented by good historical information, which is used as an effective transition to new information; however, the response tends to be more descriptive than analytic. Both the positive and negative effects of political, economic, and social changes are addressed. Historical connections to the 20th century are especially effective in the discussion of political and social changes.

Practice Paper E—Score Level 1

The response:

- Shows little understanding of the task, but addresses some aspects of the task by identifying social, political, and economic changes in American society after the Civil War
- Makes vague, unclear references to documents 3, 5, and 7
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (African Americans received the right to vote after a struggle; blacks pay taxes and live in a white world but cannot vote); includes vague statements that are not supported or defended by additional information (people are getting more money by natural resources; Reconstruction was a good time that helped build the United States into the country that it is today)
- Demonstrates a general plan of organization
- Includes an introduction that is a simple restatement of the theme and a general conclusion that does not clearly relate to the task

Conclusion: Overall, the response fits the criteria for Level 1. The response is organized according to social, political, and economic changes; however, except for political changes, the information that is provided does not support the category. Generalizations form the core of the development of the task.

United States History and Government Specifications

June 2004

Part I Multiple Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Geography and United States Government Actions	Standards 1 and 3: US and NY History; Geography
Document-based Essay	Social, Political, and Economic Change as a result of the Civil War and Reconstruction	Standards 1, 4, and 5: US and NY History; Economics; Civics, Citizenship, and Government

The *Chart for Determining the Final Examination Score for the June 2004, Regents Examination in United States History and Government*, normally located on this page will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> by noon on Wednesday, June 16, 2004. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Regents Examination in United States History and Government – June 2004

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

To determine the student's final score, locate the student's total essay score across the top of the chart and the total Part I and Part IIIA score down the side of the chart. The point where the two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 6 and a total Part I and Part IIIA score of 47 would receive a final examination score of 83.

		Total Essay Score										
Total Part I and Part IIIA Score		0	1	2	3	4	5	6	7	8	9	10
	0	0	2	5	8	11	15	18	22	26	30	35
	1	1	3	6	9	12	16	20	23	28	32	36
	2	2	4	7	10	13	17	21	25	29	33	37
	3	2	5	8	11	15	18	22	26	30	35	39
	4	3	6	9	12	16	20	23	28	32	36	40
	5	4	7	10	13	17	21	25	29	33	37	42
	6	5	8	11	15	18	22	26	30	35	39	43
	7	6	9	12	16	20	23	28	32	36	40	45
	8	7	10	13	17	21	25	29	33	37	42	46
	9	8	11	15	18	22	26	30	35	39	43	48
	10	9	12	16	20	23	28	32	36	40	45	49
	11	10	13	17	21	25	29	33	37	42	46	51
	12	11	15	18	22	26	30	35	39	43	48	52
	13	12	16	20	23	28	32	36	40	45	49	54
	14	13	17	21	25	29	33	37	42	46	51	55
	15	15	18	22	26	30	35	39	43	48	52	56
	16	16	20	23	28	32	36	40	45	49	54	58
	17	17	21	25	29	33	37	42	46	51	55	59
	18	18	22	26	30	35	39	43	48	52	56	61
	19	20	23	28	32	36	40	45	49	54	58	62
	20	21	25	29	33	37	42	46	51	55	59	64
	21	22	26	30	35	39	43	48	52	56	61	65
	22	23	28	32	36	40	45	49	54	58	62	66
	23	25	29	33	37	42	46	51	55	59	64	68
	24	26	30	35	39	43	48	52	56	61	65	69
	25	28	32	36	40	45	49	54	58	62	66	70
	26	29	33	37	42	46	51	55	59	64	68	72
	27	30	35	39	43	48	52	56	61	65	69	73
	28	32	36	40	45	49	54	58	62	66	70	74
	29	33	37	42	46	51	55	59	64	68	72	76
	30	35	39	43	48	52	56	61	65	69	73	77

		Total Essay Score										
Total Part I and Part IIIA Score		0	1	2	3	4	5	6	7	8	9	10
	31	36	40	45	49	54	58	62	66	70	74	78
	32	37	42	46	51	55	59	64	68	72	76	79
	33	39	43	48	52	56	61	65	69	73	77	81
	34	40	45	49	54	58	62	66	70	74	78	82
	35	42	46	51	55	59	64	68	72	76	79	83
	36	43	48	52	56	61	65	69	73	77	81	84
	37	45	49	54	58	62	66	70	74	78	82	85
	38	46	51	55	59	64	68	72	76	79	83	86
	39	48	52	56	61	65	69	73	77	81	84	87
	40	49	54	58	62	66	70	74	78	82	85	88
	41	51	55	59	64	68	72	76	79	83	86	89
	42	52	56	61	65	69	73	77	81	84	87	90
	43	54	58	62	66	70	74	78	82	85	88	91
	44	55	59	64	68	72	76	79	83	86	89	92
	45	56	61	65	69	73	77	81	84	87	90	93
	46	58	62	66	70	74	78	82	85	88	91	93
	47	59	64	68	72	76	79	83	86	89	92	94
	48	61	65	69	73	77	81	84	87	90	93	95
	49	62	66	70	74	78	82	85	88	91	93	95
	50	64	68	72	76	79	83	86	89	92	94	96
	51	65	69	73	77	81	84	87	90	93	95	97
	52	66	70	74	78	82	85	88	91	93	95	97
	53	68	72	76	79	83	86	89	92	94	96	98
	54	69	73	77	81	84	87	90	93	95	97	98
	55	70	74	78	82	85	88	91	93	95	97	98
	56	72	76	79	83	86	89	92	94	96	98	99
	57	73	77	81	84	87	90	93	95	97	98	99
	58	74	78	82	85	88	91	93	95	97	98	99
	59	76	79	83	86	89	92	94	96	98	99	99
	60	77	81	84	87	90	93	95	97	98	99	100