

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

**UNITED STATES HISTORY
AND
GOVERNMENT**

Thursday, June 20, 2002 — 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.

- 1 The British system of mercantilism was opposed by many American colonists because it
 - (1) placed quotas on immigration
 - (2) discouraged the export of raw materials to England
 - (3) placed restrictions on trading
 - (4) encouraged colonial manufacturing
- 2 The Mayflower Compact, House of Burgesses, and Fundamental Orders of Connecticut are all examples of the efforts of colonial Americans to
 - (1) use democratic practices in government
 - (2) protest British land policies
 - (3) establish religious freedom
 - (4) overthrow British royal governors
- 3 The lack of a national executive and judiciary under the Articles of Confederation suggests that the founders of the American republic
 - (1) risked tyranny for the sake of effective national government
 - (2) copied the British constitution
 - (3) prized national unity above the sovereignty of the states
 - (4) feared a strong central government
- 4 The Declaration of Independence and the Bill of Rights are similar in that both
 - (1) support a federal system of government
 - (2) maintain the importance of a strong chief executive
 - (3) provide for a system of checks and balances
 - (4) support limitations on governmental power

Base your answers to questions 5 and 6 on the statements below and on your knowledge of social studies.

Speaker A: A leader is not ultimately responsible to the people but to God, from whom the leader derives the right to govern.

Speaker B: Each citizen is entitled to a voice in government. Therefore, government should be run by those representatives elected directly by the citizens so that the will of the citizens is expressed.

Speaker C: History has taught us that the concentration of political power leads to the abuse of that power. Therefore, power should be divided among national, state, and local governments.

Speaker D: Life is a struggle. Those who seize and maintain political power represent the strongest and most competent of that society and earn the right to govern.

- 5 The principle of federalism contained in the Constitution of the United States is most consistent with the ideas of Speaker
- | | |
|-------|-------|
| (1) A | (3) C |
| (2) B | (4) D |

- 6 Over the course of its history, the United States has advanced the goal of Speaker B by
- (1) upholding the separation of church and state
 - (2) adding constitutional amendments to expand voting rights
 - (3) expanding the role of the Supreme Court in government
 - (4) providing for the direct election of the president
-

- 7 Which statement describes a characteristic of democracy that is provided for in the United States Constitution?
- (1) Political power in Congress is held by the ranking political party.
 - (2) All bills passed by Congress are reviewed by the Supreme Court.
 - (3) Citizens choose their congressional representatives.
 - (4) The president can require Congress to submit legislation for the cabinet's approval.
- 8 The implied powers suggested by the United States Constitution show that the writers recognized the
- (1) powers of government needed to be able to adapt to change
 - (2) rights of the states had to be protected
 - (3) powers of the Supreme Court needed to be checked
 - (4) rights of the citizens were the first concern of government
- 9 What were two key precedents established by George Washington during his presidency?
- (1) aid to farmers and the end of the slave trade
 - (2) universal male suffrage and support for political parties
 - (3) foreign policy of neutrality and the use of presidential advisors
 - (4) protective tariffs and foreign alliances during peacetime
- 10 "It is emphatically the province and duty of the judicial department to say what the law is. . . ."
- *Marbury v. Madison*, 1803
- This statement expresses the Supreme Court's claim that
- (1) courts must abide by a strict interpretation of the Constitution
 - (2) federal laws must be approved by the courts before they can take effect
 - (3) the judicial branch must have a role in the amendment process
 - (4) the power of judicial review belongs to the courts
- 11 Alexander Hamilton's financial plan helped to establish the credit of the United States government by
- (1) providing for the payment of the nation's debts
 - (2) taxing only the people most able to pay
 - (3) favoring agriculture over industry
 - (4) encouraging spending for national defense
- 12 "A house divided against itself cannot stand. I believe this government cannot endure permanently half slave and half free."
- Abraham Lincoln, 1858
- According to this quotation, Abraham Lincoln believed that
- (1) slavery was immoral and should be abolished immediately
 - (2) sectional differences threatened to destroy the Union
 - (3) the Southern states should be allowed to secede
 - (4) to save the nation, the North should compromise with the South on slavery
- 13 Which statement most accurately describes President Abraham Lincoln's plan for Reconstruction after the Civil War?
- (1) Southerners should be made to pay for their rebellion.
 - (2) The Union should be restored as quickly as possible.
 - (3) African Americans should be given free land.
 - (4) War damages should be collected through military occupation.
- 14 During Reconstruction, the Black Codes passed by Southern states were attempts to
- (1) provide land to former slaves
 - (2) punish former Confederate leaders
 - (3) repeal the Jim Crow laws
 - (4) deny equal rights to African Americans

- 15 Following Reconstruction, the term *New South* was most often used to describe
- (1) changes in the Southern economy
 - (2) new attitudes in race relations
 - (3) the growth of the Republican Party in the South
 - (4) the decline of the sharecropping system
- 16 **“Labor Leaders Executed for Causing Haymarket Riot”**
“State Militia Called In To End Homestead Strike”
“1,000 Jailed as Silver Miners Protest Wage Cuts”
- Which statement about labor unions in the late 1800s is illustrated by these headlines?
- (1) Strikes by labor unions usually gained public support.
 - (2) The government frequently opposed labor union activities.
 - (3) Labor union demands were usually met.
 - (4) Arbitration was commonly used to end labor unrest.
- 17 “Transportation being a means of exchange and a public necessity, the government should own and operate the railroads in the interest of the people.”
 (1892)
- Which group showed the greatest support for this idea?
- | | |
|---------------------|---------------------|
| (1) western farmers | (3) factory owners |
| (2) union leaders | (4) railroad owners |
- 18 During the late 19th and early 20th centuries, the intervention of the United States in Latin America was motivated mainly by a desire to
- (1) reduce the influence of communism
 - (2) control Latin American independence movements
 - (3) promote European colonization of the area
 - (4) protect growing United States investments in Latin America
- 19 Which situation was the immediate cause of the United States entry into World War I in 1917?
- (1) The League of Nations requested help.
 - (2) The *Maine* was blown up in Havana Harbor.
 - (3) Nazi tyranny threatened Western democracy.
 - (4) German submarines sank United States merchant ships.

- 20 Which statement best summarizes President Theodore Roosevelt’s views about conservation?
- (1) Environmental issues are best decided by the private sector.
 - (2) Unlimited access to natural resources is the key to business growth.
 - (3) Wilderness areas and their resources should be protected for the public good.
 - (4) Decisions about the use of natural resources should be left to the states.
- 21 The Populist and the Progressive movements were similar in their approaches to reform in that both
- (1) supported the return of powers to the state governments
 - (2) promoted the use of violent strikes and protests against big business organizations
 - (3) opposed the strict laissez-faire attitudes of the federal government
 - (4) lobbied for immediate social and economic equality for African Americans

Base your answers to questions 22 and 23 on the statements below and on your knowledge of social studies.

Speaker A: The [African American] demands equality — political equality, industrial equality, and social equality; and he is never going to be satisfied with anything less.

Speaker B: Equal but separate accommodations for the white and colored races is for the preservation of the public peace and good order.

Speaker C: Vocational training will provide the means for African Americans to gain the civil liberties they deserve.

Speaker D: The best answer for the equality of the [African American] lies in a return to his homeland in Africa.

- 22 Which speaker most strongly agrees with the beliefs of W. E. B. Du Bois?
- | | |
|-------|-------|
| (1) A | (3) C |
| (2) B | (4) D |
- 23 Which speaker would most likely support the Jim Crow laws that emerged in the 1890s?
- | | |
|-------|-------|
| (1) A | (3) C |
| (2) B | (4) D |

Base your answers to questions 24 and 25 on the cartoon below and on your knowledge of social studies.



Source: *A Political Cartoon History of the United States*, Scott Foresman (adapted)

24 Which 19th-century business practice does this cartoon illustrate?

- (1) forming cooperatives
- (2) establishing trade zones
- (3) creating monopolies
- (4) expanding global markets

25 The cartoonist would most likely support federal government attempts to

- (1) pass antitrust legislation
- (2) limit regulation of business
- (3) establish high tariffs
- (4) stop industrial pollution

Base your answer to question 26 on the cartoon below and on your knowledge of social studies.



Source: *Triumph of the American Nation*, Harcourt Brace

26 The cartoon illustrates President Theodore Roosevelt's attempt to

- (1) ignore antitrust laws
- (2) conserve natural resources
- (3) limit the power of monopolies
- (4) eliminate foreign ownership of United States corporations

27 Why did the Senate reject the Versailles Treaty (1919)?

- (1) to keep the United States free from foreign entanglements
- (2) to express opposition to the harsh sanctions imposed on Germany
- (3) to avoid the dues for membership in the League of Nations
- (4) to reduce United States military forces in Europe

28 In the 1920s, which economic factor led to the Great Depression?

- (1) lack of investment in the stock market
- (2) attempt by the United States to promote free trade
- (3) failure to develop new consumer goods industries
- (4) overproduction of farm products and manufactured goods

29 One difference between the administrations of President Franklin D. Roosevelt and President Herbert Hoover is that Roosevelt was

- (1) unwilling to allow government agencies to establish jobs programs
- (2) unable to win congressional support for his economic program
- (3) able to ignore economic issues for most of his first term in office
- (4) more willing to use government intervention to solve economic problems

30 The National Labor Relations Act (Wagner Act) of 1935 gave labor unions the right to

- (1) represent workers in collective bargaining
- (2) insist on an open shop in the workplace
- (3) establish quotas on immigration
- (4) use blacklists and yellow dog contracts

31 President Franklin D. Roosevelt's response to Supreme Court decisions that declared several New Deal laws unconstitutional was to

- (1) ask Congress to limit the Court's jurisdiction
- (2) propose legislation to increase the size of the Court
- (3) demand the resignation of several justices
- (4) ignore the Court's rulings

32 Prior to United States entry into World War II, Congress passed the Cash-and-Carry Act of 1939 and the Lend-Lease Act of 1941. These foreign policy actions showed that the United States

- (1) gave equal support to both the Allied and Axis Powers
- (2) attempted to contain the spread of communism
- (3) maintained a strict policy of isolationism
- (4) became increasingly drawn into the war in Europe

33 One similarity between the Truman Doctrine and the Eisenhower Doctrine is that both were designed to

- (1) limit the spread of communism
- (2) help develop the space program
- (3) restrict United States foreign aid
- (4) assist rebellions against the Soviet Union

Base your answer to question 34 on the quotation below and on your knowledge of social studies.

“. . . it is known that there are Japanese residents of California who have sought to aid the Japanese enemy by way of communicating information . . .”

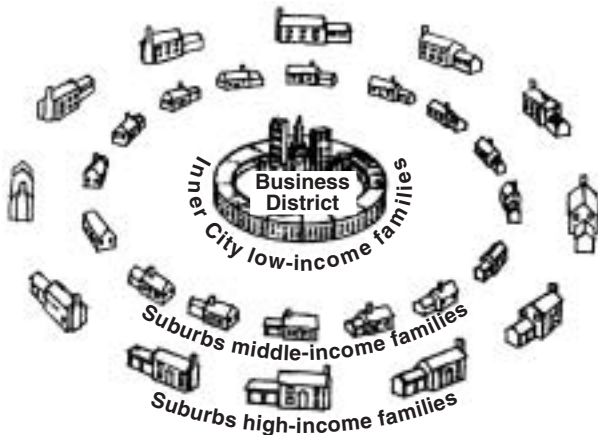
— Culbert Olson, Governor of California,
February 1942

34 This statement helped influence President Franklin D. Roosevelt to

- (1) ask Congress to declare war on Japan
- (2) force most Japanese Americans to leave the United States
- (3) send federal troops to guard California’s capital
- (4) restrict the civil liberties of Japanese Americans

Base your answer to question 35 on the diagram below and on your knowledge of social studies.

Urban-Suburban Pattern of American Life



35 Which development following World War II caused the urban-suburban pattern shown in the diagram?

- (1) increase in the number of farms
- (2) expansion of highways and automobile ownership
- (3) movement of most factories to rural areas
- (4) decline in the number of middle-income families

36 The war crimes trials of German and Japanese military officials following World War II established that

- (1) it is difficult to convict leaders of crimes against humanity
- (2) civil liberties must be expanded for civilians during wartime
- (3) individuals can be held responsible for wartime atrocities against civilians
- (4) genocidal acts are acceptable during wartime

37 In the post-World War II era, Senator Joseph McCarthy and the House Un-American Activities Committee attempted to

- (1) develop an effective system for spying on other countries
- (2) make Cold War programs a priority in United States foreign policy
- (3) identify Communists in the government and elsewhere in American society
- (4) establish a policy of détente with the Soviet Union

38 Which foreign policy concept influenced the decision of the United States to become militarily involved in Southeast Asia in the 1950s and 1960s?

- (1) appeasement
- (2) détente
- (3) peaceful coexistence
- (4) domino theory

39 The federal voting rights laws passed in the 1950s and 1960s were designed to

- (1) return control of voting regulations to the states
- (2) remove racial barriers to voting
- (3) extend suffrage to American women
- (4) prevent recent immigrants from voting

40 “I would agree with Saint Augustine that ‘An unjust law is no law at all.’”

— Dr. Martin Luther King, Jr.
“Letter From Birmingham City Jail”

This statement was used by Dr. King to show support for

- (1) Social Darwinism
- (2) Jim Crow laws
- (3) separation of church and state
- (4) civil disobedience

- 41 Which situation was a result of the Vietnam War?
- (1) South Vietnam was able to maintain its non-communist status.
 - (2) The United States questioned its role as a police officer of the world.
 - (3) Richard Nixon was forced to resign the presidency.
 - (4) The War Powers Act was repealed by Congress.
- 42 Which initiative was part of President Lyndon Johnson's Great Society program?
- (1) providing medical care to the poor and elderly
 - (2) reducing federal aid to education
 - (3) increasing foreign aid to the Soviet Union
 - (4) opposing civil rights legislation

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

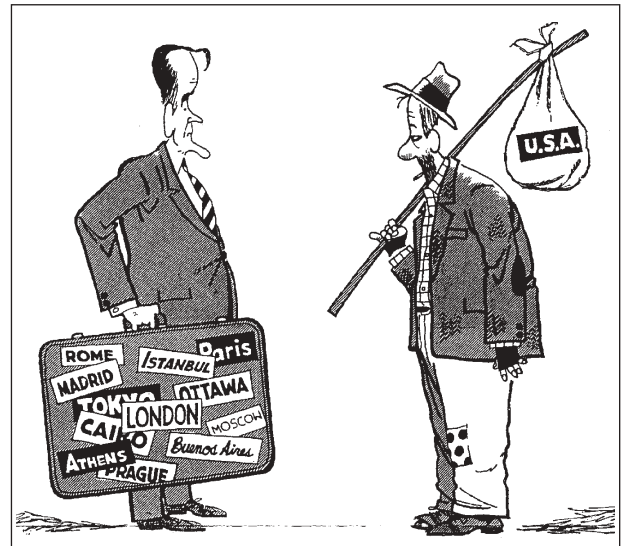
Above Any Office



Source: Herblock, *America, the Glorious Republic*, Houghton Mifflin Co.

- 43 What is the main idea of this cartoon from the Watergate era?
- (1) The Supreme Court presides over a presidential impeachment trial.
 - (2) Congress has to obey the Constitution.
 - (3) The president has the final word involving constitutional issues.
 - (4) No person or group is above the law.

Base your answer to question 44 on the cartoon below and on your knowledge of social studies.

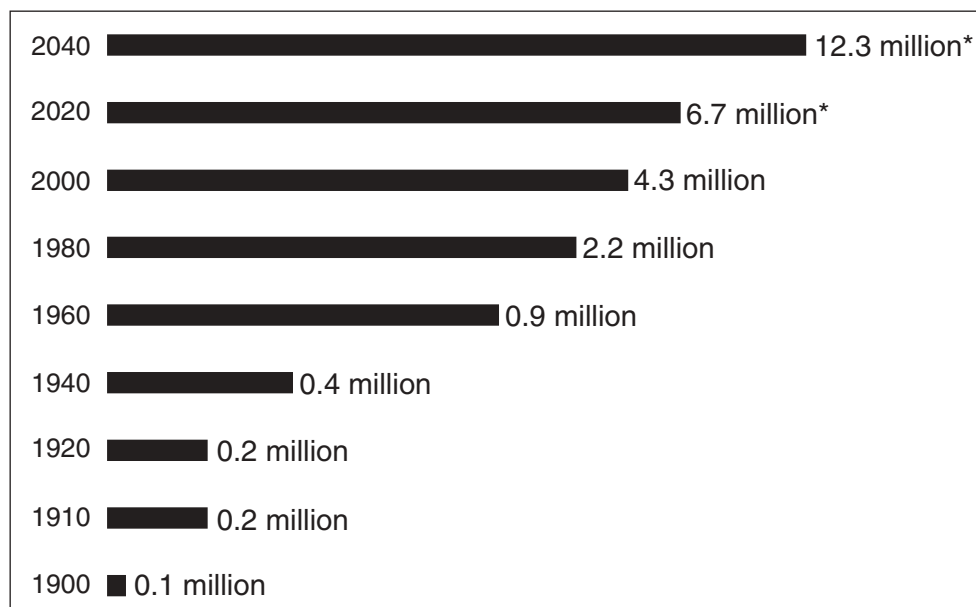


Source: Steve Kelley, Copley News Service

- 44 This 1991 cartoon is criticizing President George Bush for
- (1) refusing to support the United Nations
 - (2) involving the United States in foreign wars
 - (3) using foreign affairs to hide domestic failures
 - (4) ignoring the economic needs of developing nations
- 45 The aging of the baby boom generation will most likely result in
- (1) an increase in Social Security spending
 - (2) a decrease in health care costs
 - (3) a decrease in infant mortality in the United States
 - (4) a balanced federal budget
- 46 Population data from the census of 2000 was used to determine the number of
- (1) states in the Union
 - (2) senators from each state
 - (3) electoral college votes from each state
 - (4) Supreme Court justices

Base your answer to question 47 on the graph below and on your knowledge of social studies.

Number of People 85 Years and Older in the United States Population



*Projected

47 What did the federal government propose to address the problem suggested by the graph?

- (1) creation of a national one-child policy
 - (2) expansion of the Medicare program
 - (3) development of a national child-care program for working parents
 - (4) elimination of Social Security benefits for Americans over the age of 85
-

48 The 14th and 15th Amendments, passed during Reconstruction, resulted in

- (1) equal rights for women in the United States
- (2) expanded rights for Native American Indians on reservations
- (3) increased individual rights for African Americans
- (4) additional rights for Southern segregationists

Base your answers to questions 49 and 50 on the poem below and on your knowledge of social studies.

“I, Too, Sing America”

I, too, sing America.
I am the darker brother.
They send me to eat in the kitchen
When company comes,
But I laugh,
And eat well,
And grow strong.

Tomorrow,
I'll sit at the table
When company comes.
Nobody'll dare
Say to me,
“Eat in the kitchen,”
Then.

Besides,
They'll see how beautiful I am
And be ashamed—
I, too, am America.

— Langston Hughes, 1926

49 This poem was a literary contribution from the

- | | |
|---------------------------|--------------------------|
| (1) abolitionist movement | (3) Prohibition movement |
| (2) Progressive Era | (4) Harlem Renaissance |

50 The main purpose of this poem was to

- (1) end the institution of slavery
 - (2) demonstrate self-respect by African Americans
 - (3) maintain separation of the races
 - (4) promote the back-to-Africa movement
-

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

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

- (a) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”
- (b) **show** means “to point out; to set forth clearly a position or idea by stating it and giving data which support 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: Supreme Court Cases Concerning Constitutional Civil Liberties

The United States Supreme Court has played a major role in either expanding or limiting constitutional civil liberties in the United States.

Task:

Identify **two** Supreme Court cases that have had an impact on civil liberties in the United States. For **each** case identified:

- Discuss the facts of the case
- Identify a specific constitutional civil liberty issue addressed by the Supreme Court
- Discuss how the decision of the Supreme Court either expanded or limited a specific constitutional civil liberty in the United States

You may use any appropriate Supreme Court case from your study of United States history. Some suggestions you might wish to consider include *Plessy v. Ferguson* (1896), *Schenck v. United States* (1919), *Korematsu v. United States* (1944), *Brown v. Board of Education of Topeka* (1954), *Mapp v. Ohio* (1961), *Gideon v. Wainwright* (1963), *Miranda v. Arizona* (1966), *Tinker v. Des Moines School District* (1969), or *New Jersey v. T.L.O.* (1985).

You are *not* limited to these suggestions.

Guidelines:

In your essay, be sure to:

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

NAME _____

SCHOOL _____

Part III

DOCUMENT-BASED QUESTION

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

Historical Context:

United States immigration policy has changed over time to reflect the needs and attitudes of American society.

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

- Discuss immigration policies or actions taken by the United States government that affected the immigration of people to the United States
- Show how these policies or actions reflected the needs and attitudes of American society at that time

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

As a class, they [Chinese laborers] are quiet, peaceable, patient, industrious, and economical. More prudent and economical [than white laborers], they are content with less wages. We find them organized for mutual aid and assistance. Without them, it would be impossible to complete the western portion of this great national enterprise [transcontinental railroad] within the time required by the Act of Congress.

—Leland Stanford, President of the Central Pacific Railroad, 1865

- 1 Why did Leland Stanford believe that Chinese laborers were important to the completion of the railroad? [1]

Score

Document 2



Source: *The Granger Collection* (adapted)

2 What does the cartoon show about United States immigration policy in 1880? [1]

Score

Document 3

. . . one of those agents from the big bosses in America came to Bugiaro to get men for some iron mines in Missouri. The company paid for the tickets, but the men had to work for about a year to pay them back, and they had to work another year before they could send for their wives and families. So this time, when that agent came, Santino and some of his friends joined the gang and went off to America.

— Rosa Cristoforo, an Italian immigrant, 1884

3a According to this passage, why did the agents encourage Italians to emigrate to America? [1]

Score

b How did the agents encourage Italians to go to America? [1]

Score

Document 4

May 6, 1882. CHAP. 126.—An act to execute certain treaty stipulations relating to Chinese.

WHEREAS, IN THE OPINION OF THE Government of the United States the coming of Chinese laborers to this country endangers the good order of certain localities within the territory thereof: Therefore,

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That from and after the expiration of ninety days next after the passage of this act, and until the expiration of ten years next after the passage of this act, the coming of Chinese laborers to the United States be, and the same is hereby, suspended; and during such suspension it shall not be lawful for any Chinese laborer to come, or, having so come after the expiration of said ninety days, to remain within the United States.

— The Chinese Exclusion Act

- 4a According to this passage, how did the Chinese Exclusion Act affect the immigration of Chinese people to the United States? [1]

Score

- b According to this passage, what reason did the United States government give for passing this law? [1]

Score

Document 5

Immigration Before and After Quota Laws	From Northern and Western Europe	From Southern and Eastern Europe and Asia
Average annual number of immigrants before quotas (1907–1914)	176,983	685,531
Emergency Quota Act of 1921	198,082	158,367
Emergency Quota Act Amended 1924	140,999	21,847
National Origins Act of 1929	132,323	20,251

— *Historical Statistics of the United States*

5 According to this chart, what effect did the quota laws have on immigration to the United States? [2]

Score

Document 6

We were tried during a time that has now passed into history. I mean by that, a time when there was . . . resentment and hate against the people of our principles, against the foreigner, against slackers, and it seems to me—rather, I am positive, that both you and Mr. Katzmann [have] done all . . . [that was] in your power in order to work out, in order to agitate, still more the passion of the juror, the prejudice of the juror, against us. . . .

But my conviction is that I have suffered for things that I am guilty of. I am suffering because I am a radical and indeed I am a radical; I have suffered because I was an Italian and indeed I am an Italian; I have suffered more for my family and for my beloved wife than for myself. . . .

— Bartolomeo Vanzetti, to Judge Thayer upon being sentenced to death,
Sacco-Vanzetti case, April 9, 1927

6 State **two** reasons the speaker in this passage believed he was brought to trial. [2]

(1) _____

Score

(2) _____

Score

Document 7

This bill says simply that from this day forth those wishing to immigrate to America shall be admitted on the basis of their skills and their close relationship to those already here.

This is a simple test, and it is a fair test. Those who can contribute most to this country—to its growth, to its strength, to its spirit—will be the first that are admitted to this land.

The fairness of this standard is so self-evident that we may well wonder that it has not always been applied. Yet the fact is that for over four decades the immigration policy of the United States has been twisted and has been distorted by the harsh injustice of the national origins quota system.

Under that system the ability of new immigrants to come to America depended upon the country of their birth. . . .

Families were kept apart because a husband or a wife or a child had been born in the wrong place.

Men of needed skill and talent were denied entrance because they came from southern or eastern Europe or from one of the developing continents. . . .

— President Lyndon B. Johnson, remarks at the signing of the Immigration Act of 1965

- 7a According to this passage, what was the basis for admitting immigrants to the United States in the forty years before 1965? [1]

Score

- b According to this passage, how did the Immigration Act of 1965 change the basis for admitting immigrants to the United States? [1]

Score

Part B

Essay

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

Historical Context:

United States immigration policy has changed over time to reflect the needs and attitudes of American society.

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

- Discuss immigration policies or actions taken by the United States government that affected the immigration of people to the United States
- Show how these policies or actions reflected the needs and attitudes of American society at that time

Guidelines:

In your essay, be sure to:

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

Tear Here

Tear Here

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY
AND GOVERNMENT

Thursday, June 20, 2002 — 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

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No.
Right

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

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

Signature

Tear Here

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FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Thursday, June 20, 2002 — 9:15 a.m. to 12:15 p.m., only

SCORING KEY AND RATING GUIDE

Mechanics of Rating

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

Scoring the Part I Multiple-Choice Questions

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

Contents of the Rating Guide

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

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

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

- A question-specific rubric

United States History and Government

June 20, 2002

Part I

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

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Albany, New York 12234

Rating the Essay Questions

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

Rating the Scaffold (open-ended) Questions

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

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

United States History and Government
Content-Specific Rubric
Thematic Essay—June 2002

Theme: Supreme Court Cases Concerning Constitutional Civil Liberties

The United States Supreme Court has played a major role in either expanding or limiting constitutional civil liberties in the United States.

Task: Identify *two* Supreme Court cases that have had an impact on civil liberties in the United States. For *each* case identified:

- Discuss the facts of the case
- Identify a specific constitutional civil liberty issue addressed by the Supreme Court
- Discuss how the decision of the Supreme Court either expanded or limited a specific constitutional civil liberty in the United States

You may use any appropriate Supreme Court case from your study of United States history. Some suggestions you might wish to consider include *Plessy v. Ferguson* (1896), *Schenck v. United States* (1919), *Korematsu v. United States* (1944), *Brown v. Board of Education of Topeka* (1954), *Mapp v. Ohio* (1961), *Gideon v. Wainwright* (1963), *Miranda v. Arizona* (1966), *Tinker v. Des Moines School District* (1969), or *New Jersey v. T.L.O.* (1985).

Score of 5:

- Shows a thorough understanding of the impact of certain Supreme Court decisions on civil liberties in the United States
- Thoroughly addresses all aspects of the task by identifying *two* Supreme Court cases, and for *each* case, discussing the facts, identifying a specific constitutional civil liberty issue addressed by the Supreme Court, and discussing how the decision of the Supreme Court either expanded or limited a specific constitutional civil liberty in the United States
- Shows an ability to analyze and evaluate two specific Supreme Court cases that have had an impact on civil liberties in the United States by including several analytical and/or evaluative comments
- Richly supports the theme by discussing relevant facts, examples, and details concerning two specific Supreme Court cases
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme of the impact of certain Supreme Court decisions on civil liberties in the United States by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme

Score of 4:

- Shows a good understanding of the impact of certain Supreme Court decisions on civil liberties in the United States
- Addresses all aspects of the task for *two* Supreme Court cases, although the discussion may be somewhat uneven, e.g., discusses all aspects of one Supreme Court case more thoroughly than all aspects of the other case *or* discusses two aspects of both cases more thoroughly than the third aspect
- Shows an ability to analyze and evaluate two specific Supreme Court cases that have had an impact on civil liberties in the United States by making some analytical and/or evaluative comments
- Includes relevant facts, examples, and details, but may not explain these details
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme of the impact of certain Supreme Court decisions on civil liberties in the United States by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme

Score of 3:

- Shows a satisfactory understanding of the impact of certain Supreme Court decisions on civil liberties in the United States
- Discusses all aspects of the task for two Supreme Court cases in a limited way *or* discusses two aspects of the task for two Supreme Court cases fully
- Shows an ability to analyze the impact of decisions in two Supreme Court cases on civil liberties in the United States, but not in any depth, and is more descriptive than analytical
- Includes some facts, examples, and details but tends to mention information rather than discuss it; may contain a few minor errors
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of the impact of certain Supreme Court decisions on civil liberties in the United States by repeating the task and concludes by repeating the theme

Score of 2:

- Shows a limited understanding of the impact of certain Supreme Court decisions on civil liberties in the United States
- Attempts to address the task but fails to do so by *either* discussing all aspects of the task for one Supreme Court case in a limited way *or* by discussing two aspects of the task for two Supreme Court cases in a limited way
- Develops a faulty analysis or evaluation of issues related to specific Supreme Court cases
- Includes few facts, examples, and details; may include information that contains inaccuracies; predominantly mentions information rather than discussing it
- Is a poorly organized essay, lacking focus; may contain digressions; and may not make clear which aspect of the task is being discussed
- May fail to introduce or summarize the theme of the impact of certain Supreme Court decisions on civil liberties in the United States *or* might not refer to the theme in the introduction and/or conclusion

Score of 1:

- Shows a very limited understanding of the impact of certain Supreme Court decisions on civil liberties in the United States
- Makes a limited effort to address the different aspects of the task by discussing two aspects of one Court case *or* discussing one aspect of the task for two Court cases, *or* mentioning in a general way two Supreme Court cases
- Lacks an analysis or evaluation of the issues and events beyond stating vague and/or inaccurate facts
- Includes few or no accurate or relevant facts, examples, or details
- Demonstrates a major weakness in organization
- May fail to introduce or summarize the theme of the impact of certain Supreme Court decisions on civil liberties in the United States *or* might not refer to the theme in the introduction and/or conclusion

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

The United States Supreme Court has frequently played a major role in expanding constitutional liberties in the United States. During the decade of the 1960s, the Supreme Court had made many decisions that expanded individual rights. Two such cases are *Mapp v. Ohio* and *Tinker v. Des Moines School District*.

In 1961, a certain Miss Mapp lived in Ohio. At that time in Ohio, it was illegal to possess pornographic materials. One day the police wanted to enter and search her house for looking for a possible criminal. They did not have a search warrant and Mapp refused their entry. Later the police returned, forcibly opened the door and handcuffed Miss Mapp to the bed. As they searched her house they discovered obscene materials. Miss Mapp was arrested by the Ohio police for possession of obscene materials. Miss Mapp felt that the Ohio police had violated her 4th Amendment protection against unreasonable search and seizure. The U. S. Supreme Court ruled in her favor, based on the 4th and 14th Amendments. The Court expanded the right to privacy by saying that state police (not just federal authorities) have to have a search warrant to be in compliance with the 4th

amendment protection against unreasonable search and seizure. This makes it more difficult for state and local police to just come in and search your house.

The case of *Tinker v. Des Moines School District* expanded the right to 1st Amendment free speech. In 1969 a group of students had planned to wear black armbands to protest U.S. Government policies in the Vietnam War. The principal caught wind of this scheme so the school district banned the students from wearing the armbands. Some of the students involved were a part of the Tinker family and that family brought the school to court to question whether the principal's suspension of the students for wearing the armbands violated the students' Constitutional right to free speech. The Supreme Court viewed the wearing of the armbands as implied speech which is protected by the 1st Amendment. The Supreme Court sided with Tinker stating that students do not shed their rights at the schoolhouse door. Because of this case, students have the right to free speech as long as it does not create a material and substantial disruption of the educational process.

During the 1960's, when America (and, indeed the world) was in a state of change, many of the Supreme Court rulings tended to expand individual rights. In conclusion, many Supreme Court rulings during the 1960's reflected the changing times and expanded personal freedoms and liberties.

Anchor Level 5-A

The response:

- Shows a thorough understanding of the impact of certain Supreme Court decisions on civil liberties in the United States
- Thoroughly addresses all aspects of the task by identifying *Mapp v. Ohio* and *Tinker v. Des Moines*, discussing the facts of each case, identifying a specific constitutional civil liberty issue addressed by the Supreme Court, and discussing how the decision of the Supreme Court expanded these specific constitutional civil liberties in the United States
- Shows an ability to analyze and evaluate specific Supreme Court cases (*Mapp* expanded the right to privacy by applying the 4th amendment to state and local police; *Tinker* gave students the right to freedom of speech as long as it does not create a material and substantial disruption of the educational process)
- Richly supports the theme by discussing relevant facts, examples, and details (*Mapp*—police searching a house without a valid search warrant, finding obscene materials; Court used the 4th and 14th amendments to apply the concept of protection against unreasonable search and seizure to state and local police, not just federal police officials)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization, first discussing *Mapp* and then discussing *Tinker*
- Introduces and concludes the theme of the impact of certain Supreme Court decisions on civil liberties in the United States by tying *Mapp* and *Tinker* to the many 1960s cases that expanded individual rights

Conclusion: Overall, this response fits the criteria for Level 5. The response shows a thorough understanding of how two Supreme Court expanded individual rights (*Mapp*—4th amendment protection against unreasonable search and seizure; *Tinker*—1st amendment freedom of speech/expression).

The United States Supreme Court has played a major role in either expanding or limiting constitutional civil liberties in the United States. Cases that have been presented to the Supreme Court have been interpreted in such a way that civil liberties mentioned or even guaranteed in the Constitution have been altered. Two such cases would be Plessy v. Ferguson (1896) and Lee v. Weisman (1992).

In 1896, the Supreme Court heard the case of Plessy v. Ferguson. This case dealt with the Jim Crow laws which said there should be separate but equal facilities for black citizens. The Jim Crow laws went into effect in Southern States in the ^{late} 1800s, after the completion of the Civil War and the passage of the 14th and 15th amendments. Homer Plessy was accused of violating a state law barring African Americans from an all-white car on the train. The case centered around whether separate but equal was constitutional. In most cases, the facilities may have been separate, but not always equal. After hearing both sides of the case, the Supreme Court determined that separate but equal was indeed constitutional and did not infringe on

civil liberties.

The liberties at hand were the rights of citizenship and suffrage guaranteed to the freed blacks at the end of the Civil War. The Supreme Court interpreted the Constitution as providing for separate but equal. So these various States laws created a form of legal segregation in Southern States. This decision is reflected in the time period and would later be overturned in Brown v. Board of Education. However, it violates the freed men's rights and limited their participation in mainstream American society. The full liberty of being a citizen was limited when only half of the nation's facilities could be accessed.

Another Supreme Court case that dealt with Constitutional civil liberties was Lee v. Weisman, (1992). This case dealt with the Weisman family declaring that the prayer said at their daughter's public school graduation infringed on their civil liberties of freedom of religion. The principal of the school, Lee called it freedom of speech as well as religion and contested that the religion of the prayer giver varied from year to year in order to prevent one "dominant" religion. The family contests

that they were violated by having a prayer at the school (government funded) when there shall be a separation of church and state. The Weismans believed their first amendment rights were violated and Lee uses the first amendment as their argument. The Supreme Court ruled that the prayer was indeed unconstitutional and the Weismans won. The court cited that the Weisman's 1st amendment freedom of religion rights had been violated. This decision proved that in order to enjoy our liberties, they should not inhibit another's liberties and freedoms.

The U.S. Supreme Court has had numerous decisions that have either limited or expanded constitutional civil liberties. The decisions all reflect the time period and the way the Constitution was interpreted and the decisions have evolved over time, evolving civil liberties as well.

Anchor Level 5-B

The response:

- Shows a thorough understanding of the impact of certain Supreme Court decisions on civil liberties in the United States
- Thoroughly addresses all aspects of the task by identifying *Plessy v. Ferguson* and *Lee v. Weisman*, discussing the facts of each case, identifying a specific constitutional civil liberty issue addressed by the Supreme Court, and discussing how the decisions of the Supreme Court both expanded and limited specific constitutional civil liberties in the United States
- Shows an ability to analyze and evaluate specific Supreme Court cases (separate facilities for African Americans in the southern states were not always equal; ruling limited the participation of African Americans in mainstream American society; separation of church and state prevents one dominant religion)
- Richly supports the theme by discussing relevant facts, examples, and details (14th and 15th amendments; Homer Plessy accused of riding in an all-white train car; prayer at Weisman daughter's public school graduation)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization, first discussing *Plessy* and then discussing *Weisman*
- Introduces the theme of the impact of certain Supreme Court decisions on civil liberties in the United States by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme

Conclusion: Overall, this response fits the criteria for Level 5. This response utilizes one case from the suggested examples and one of the student's own choosing. The discussion focuses on segregated facilities for African Americans in *Plessy v. Ferguson* and freedom of religion and separation of church and state in *Lee v. Weisman*. Analytical comments and specific information are provided for both.

The United States Supreme Court has played a major role in either expanding or limiting constitutional civil liberties in the United States. Two Supreme Court cases that have had an impact on civil liberties in the United States are *Plessy v. Ferguson* (1896) and *Brown v. Board of Education of Topeka* (1954). In these two cases you will see how the Supreme Court has used its powers to limit and expand constitutional civil liberties.

A Supreme Court case that dealt with the issue of civil rights is *Plessy v. Ferguson*. Plessy, an African American, was arrested for taking a seat in a train that was strictly for whites only. Plessy refused to move to the side for blacks when told by the officer and so was arrested. Plessy claimed that his right for equal protection provided under the 14th Amendment was violated. The Court ruled that states could require separate facilities for blacks and whites as long as they were equal. The decision was based on the doctrine "separate but equal." The decision of the Supreme Court limited the civil rights of people by making segregation legal.

In the Supreme Court case "*Brown v. Board of Education*" the issue before the Court was whether racial segregation of children in public schools deprive

minority kids of educational opportunities and for equal protection of the law in the 14th Amendment. Brown lived next to a school for white children, but because of segregation she had to travel for miles to attend a school for black kids. Brown's parents went to court in order to gain the right for their daughter to attend a white school. The Board of Education had a school system with separate schools for whites and blacks. In this case the court ruled that segregation did violate the right to equal protection of the law in the 14th Amendment. The decision of the court reversed the decision made in Plessy v. Ferguson and expanded the civil liberties of people by ending segregation.

As seen in these two Supreme Court cases, decisions made in an earlier case that limited the rights of individuals could be reversed in a later case to expand the rights of individuals.

Anchor Level 4-A

The response:

- Shows a good understanding of the impact of certain Supreme Court decisions on civil liberties in the United States
- Addresses all aspects of the task for two Supreme Court cases (*Plessy v. Ferguson* and *Brown v. Board of Education*), although the discussion is somewhat uneven being less effective on the discussion of the impact of these cases
- Shows an ability to analyze and evaluate specific Supreme Court cases (*Plessy* decision limited the civil rights of people by making segregation legal; *Brown* decision ruled that segregation violated the equal protection of the law in the 14th amendment)
- Includes relevant facts, examples, and details (*Plessy*—an African American arrested for taking a train seat in an all-white car, refers to the 14th amendment and the “separate but equal doctrine”; *Brown*—girl had to travel for miles to attend a school for blacks, refers to the 14th amendment “equal protection of the laws” clause, reversed the decision made in *Plessy*)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme of the impact of certain Supreme Court decisions on civil liberties in the United States by establishing a framework that is beyond a simple restatement of the task and concludes by pointing out that a Court ruling in one case can be reversed in another and thus expand civil liberties

Conclusion: Overall, this response fits the criteria for Level 4. The response addresses all aspects of the task for two cases, but only some analytical and evaluative comments are made.

The United States Supreme Court has played a major role in either expanding or limiting constitutional civil liberties in the United States. Their decisions on certain cases have influenced the outcomes of nearly every other Supreme Court case from then till now.

One of the cases that had a lasting effect on the United States was *Tinker v. Des Moines School*. Tinker a student wanted to wear an armband symbolizing his opinion on the Vietnam War. After wearing it to school he was told to take it off or there was going to be consequences. He refused because he felt that it was a violation of his 1st Amendment rights to freedom of speech & expression. He was suspended until he agreed not to wear the armband. He appealed this decision & then eventually took it to the Supreme Court. The Supreme Court ruled in favor of Tinker saying that he was allowed to wear the armband as a form of expression or speech as long as ^{this} actions didn't interfere with his ability to learn or disturb others from learning. This decision expanded the rights to freedom of speech if you want to

express an ~~opion~~ opinion on speech out about an issue then you can + now have the court case to back you up.

Another case that has had an effect is the case of Gideon v. Wainwright. In this case Gideon was accused of breaking into a bar + taking money one night. He was arrested + was put on trial. He didn't have a lawyer + was not provided with one thus violating his constitutional rights. He was found guilty + put in prison. Then he appeal saying that his right to a lawyer was violated. The Supreme Court ruled in his favor. This decision expanded constitutional civil liberty because the ruling was that states must provide a lawyer to anyone accused of a felony or capital crime. Gideon's actions are now there for whenever someone feels that their constitutional rights have been violated.

All of these court cases have had a positive effect on the United States. Many people use these cases to help in their cases. Where someone's constitutional rights are violated certain actions should be taken to assure them of a fair deal.

Anchor Level 4-B

The response:

- Shows a good understanding of the impact of certain Supreme Court decisions on civil liberties in the United States
- Addresses all aspects of the task for two Supreme Court cases, although the discussion of *Tinker v. Des Moines* is more thorough than the discussion of *Gideon v. Wainwright*
- Shows an ability to analyze and evaluate specific Supreme Court cases (*Tinker* allowed that the wearing of an armband was a form of expression or speech; *Gideon* helped others who had their rights violated)
- Includes relevant facts, examples, and details (*Tinker*—wearing of an armband symbolized the student’s opinion on the Vietnam War, felt his 1st amendment rights were violated, Supreme Court ruling allowed him to wear an armband as long as it did not interfere with his ability to learn or disturb others from learning; *Gideon*—not provided a lawyer for a breaking-and-entering crime, found guilty and put in prison, all states must provide a lawyer to anyone accused of a felony or capital crime)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme that Supreme Court decisions have either expanded or limited constitutional civil liberties and concludes by noting that the cases discussed had a positive impact on civil liberties and mentioning how others can get redress for their grievances

Conclusion: Overall, this response best fits the criteria for Level 4. The discussion and analysis of *Tinker* is more thorough than for *Gideon*. The introduction and conclusion are somewhat limited, but the content information is good.

Throughout the years, the supreme court has played an important in establishing civil liberties. They have been instrumental in the establishment of the miranda warnings and the right for an accused person to receive a lawyer from the court. The two land mark cases that made these liberties possible were Gideon v. Wainwright (1963) and Miranda v. Arizona (1966).

In the early 1960s a man by the name of Gideon was convicted for burglary and was sentenced to prison time. Gideon appealed to the supreme court because he was not provided a lawyer when he asked for one. In the state of Florida at this time only those accused of Capital Crimes were provided with lawyers. The supreme court ruled in Gideon's favor because the constitution guarantees the right to a fair trial. Gideon untrained in law, could not have possibly adequately defended himself. Therefore the trial was not fair. This supreme court ruling expanded on an accused right to a fair trial as all future defendants have been guaranteed a lawyer. This helps make

trials more fair.

The Miranda v. Arizona case centered around the confession of Miranda to a crime. Miranda was arrested on suspicion of illegal activity. He was not read his rights and ended up confessing to the crime. After being convicted, he appealed to the Supreme Court on the grounds that he had not been given his rights and therefore did not know he did not have to confess. The Supreme Court ruled in Miranda's favor and from that point on when someone has been arrested they must be given their "Miranda warnings" or rights or any confessions obtained will be thrown out in court. This ruling by the Supreme Court expanded on the rights of the accused guaranteed on the constitution.

As you can see, both the Gideon & Miranda cases expand the rights of the accused.

Anchor Level 4-C

The response:

- Shows a good understanding of the impact of certain Supreme Court decisions on civil liberties in the United States
- Addresses all aspects of the task but the discussion and analysis of *Gideon v. Wainwright* is more thorough than the discussion of *Miranda v. Arizona*
- Shows an ability to analyze and evaluate two specific Supreme Court cases (*Gideon* could not adequately defend himself because he was not trained in law, the ruling expanded an accused person's rights to a fair trial; *Miranda* expanded the rights of the accused)
- Includes relevant facts, examples, and details (*Gideon*—Florida law required a lawyer be provided only for those accused of a capital crime; *Miranda*—did not know his rights and ended up confessing, refers to “Miranda warnings”)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme of the impact of certain Supreme Court decisions on civil liberties in the United States by establishing a framework that is beyond a simple restatement of the task and concludes with a very simple reference to the theme

Conclusion: Overall, this response best fits the criteria for Level 4. The discussion of the two cases is uneven. The conclusion does not fully refer to the theme.

Civil liberties in the United States have at times been limited and others expanded by the Supreme Court. Two important cases concerning civil liberties were Plessy v. Ferguson (1896) and Brown v. Board of Education of Topeka (1954).

In Plessy v. Ferguson, constitutional civil liberties were limited by the Supreme Court. The liberties granted to black Americans under the 14th Amendment to the Constitution were taken away. According to this amendment, blacks were citizens of the United States. Despite the fact that blacks were granted the same citizenship as that whites already had, the Supreme Court separated blacks from whites. In Plessy v. Ferguson, the Court ruled that separate but equal facilities were constitutional, limiting the liberties of blacks.

Separate but equal facilities never became equal, leading to the case of Brown v. the Board of Education of Topeka. In this case, the Supreme Court expanded constitutional civil liberties. Black Americans received the rights granted to them with citizenship. The Supreme Court reversed the decision of Plessy v. Ferguson, stating that separate but equal facilities were not equal. The desegregation of schools was ordered, expanding constitutional civil liberties.

In Plessy v. Ferguson the U.S. Supreme Court limited constitutional civil liberties. In Brown v. Board of Education the Supreme Court expanded constitutional civil liberties. These cases demonstrate the power of the Supreme Court to expand or limit constitutional civil liberties.

Anchor Level 3-A

The response:

- Shows a satisfactory understanding of the impact of certain Supreme Court decisions on civil liberties in the United States
- Discusses two aspects of the task for *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka* fully, but does not discuss the facts of either case
- Shows an ability to analyze the impact of decisions in two Supreme Court cases on civil liberties but not in any depth (Court ruled in *Plessy* that separate but equal facilities were constitutional, limiting the liberties of blacks; Court ordered desegregation in *Brown*, expanding civil liberties)
- Includes some facts, examples, and details but tends to mention information rather than discuss it (*Plessy*—14th amendment and “separate but equal”; *Brown*—separate facilities were not equal, reversed *Plessy*)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of the impact of certain Supreme Court decisions on civil liberties in the United States by repeating the task and concludes by repeating the theme

Conclusion: Overall, this response best fits the criteria for Level 3. Only two aspects of the task are addressed. The discussion of the facts in these two cases is limited.

The United States Supreme Court has played a major role in either expanding or limiting constitutional civil liberties in the United States.

In the Supreme Court case *Miranda v. Arizona* a civil liberty issue was addressed. A man was arrested and he was not read his rights. As a result of this he confessed his crime without having a lawyer present. This evidence was ruled inadmissible because it was unconstitutional. So, in the court case the civil liberty that was addressed was the reading of your rights when being arrested. As a result of this Supreme Court case one must be read their "Miranda" rights when being arrested. This expanded this constitutional civil liberty, because now a criminal might be found innocent when really guilty, because they have "the right to remain silent". In the Supreme Court case *Brown v.*

the Board of Education another civil liberty was addressed. This case overruled a previous Supreme Court case Plessy v. Ferguson. A man from Kansas felt that the separate but equal ruling was unconstitutional. So he decided to challenge it. As a result, the Supreme Court stated that separate but equal facilities were illegal. This ruling allowed integration to happen easier, even if it didn't occur fully. This court case expanded the constitutional civil liberties, because it allowed the African Americans to gain the rights that they deserved. They were now able to go into any school, restaurant, bathroom, etc.

Anchor Level 3-B

The response:

- Shows a satisfactory understanding of the impact of certain Supreme Court decisions on civil liberties in the United States
- Discusses all aspects of the task for *Miranda v. Arizona* and *Brown v. Board of Education* in a limited way
- Shows an ability to analyze the impact of decisions in two Supreme Court cases on civil liberties but not in any depth (*Miranda* creates the possibility that a person might not be convicted because of his right to remain silent; *Brown* now allowed African Americans to go into any school, restaurant, bathroom, etc.)
- Includes some facts, examples, and details but mentions information rather than discussing it (*Miranda*—confessed without having a lawyer present, ruling led to what is known as “Miranda rights”; *Brown*—refers to a man in Kansas)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of the impact of certain Supreme Court decisions on civil liberties in the United States by repeating the task but provides no conclusion

Conclusion: Overall, this response best fits the criteria for Level 3. All three aspects of the task are addressed in a limited way with some analytical comment. For *Brown*, the response merely mentions that the ruling overturned *Plessy*. Few facts about either case are provided.

The United States Supreme Court has made countless civil rights decisions since its establishment. Two of these are the Gideon v. Wainwright case and Miranda v. Arizona; both have occurred in the past forty years.

Gideon v. Wainwright was a case dealing with the aspect of criminals who could not afford legal help (a lawyer). For these criminals a lawyer could be appointed to them to make the court process easier and to give the criminal a better chance of receiving the appropriate punishment. This process is still in use today.

Before the Miranda v. Arizona case, law enforcement officers did not need to ~~give~~ read the rights of the individual(s) about to be taken into custody. Then, a ~~an~~ man by the name of Miranda

was arrested and wasn't read his rights. There was a great deal of controversy in the court room about this issue.

Miranda was released and the Miranda rights were introduced.

These rights, read at the time of arrest, include the right to remain silent, to have a lawyer and a few others. The ruling of this case has provided for the protection of criminals once again. ~~If~~

If both of these cases had not been recognized, innocent people could be convicted of criminal action.

Anchor Level 3-C

The response:

- Shows a satisfactory understanding of the impact of certain Supreme Court decisions on civil liberties in the United States
- Discusses two aspects of the task for *Gideon v. Wainwright* and *Miranda v. Arizona* fully, but does not really discuss the facts, especially for *Miranda*
- Shows an ability to analyze the impact of decisions in two Supreme Court cases on civil liberties but not in any depth; (*Gideon* states that appointing a lawyer would give the criminal a better chance at receiving the appropriate punishment; *Miranda* provides for the protection of accused individuals)
- Includes some facts, examples, and details about two Supreme Court cases but tends to mention information rather than discuss it (*Gideon*—could not afford a lawyer; *Miranda*—arrested and not read his rights)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces and summarizes the theme of how Supreme Court decisions have impacted civil liberties in the United States

Conclusion: Overall, this response best fits the criteria for Level 3. Only two aspects of the task are addressed. The response is more descriptive than analytical and the detailed information is limited.

the United States Supreme Court has played a major role in either expanding or limiting constitutional civil liberties in the United States.

In this essay I am going to identify two Supreme Court cases that have had an impact on civil liberties in the United States.

The first Supreme Court case I am going to tell you about is Brown vs. Board of Ed. Brown was sending his daughter to a black school that was far from ~~where~~ where they lived and felt since there was a school ~~so~~ right next to where he lives why can't he send his daughter there. The only thing that was wrong was that the school was for white kids only. So he took it to the Supreme court. As he presented his case the Supreme court ruled in favor of Brown saying that schools shouldn't be a place of segregation. This expanded civil liberties for many black ^{kids} ~~As the~~ ~~school~~ Brown's daughter walked into a white school for the 1st time. This led to a lot

intergration amongst black and white kids. this was a new beggining for many black kids.

Anchor Level 2-A

The response:

- Shows limited understanding of the impact of certain Supreme Court decisions on civil liberties in the United States
- Attempts to address the task by discussing all aspects of the task for *Brown v. Board of Education* in a limited way
- Develops a limited, but not faulty, analysis of issues
- Includes few facts, examples, and details (father was sending his daughter to a black school that was far from where they lived)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Contains an introduction but fails to summarize the theme of the impact of certain Supreme Court decisions on civil liberties in the United States

Conclusion: Only one Supreme Court case is discussed, and few facts and detailed information are brought into the discussion. Although the response contains a good introduction and a satisfactory plan of organization, the overall content weaknesses make this response best fit the criteria for Level 2.

Two Supreme Court cases that have had an impact on civil liberties in the United States are Mapp vs Ohio and Miranda vs Arizona. Civil liberties are not limited to bill of rights in the United States Constitution, they are always being expanded.

In the case of Mapp vs Ohio, the issue was, police suspected Mrs Mapp of being involved in a gambling ring. However, upon a search of her residence it was discovered no such gambling ring existed. It was, in fact, a pornography ring. As a result of the fact that police only had a warrant to search for gambling information, what they found was inadmissible in court. The case dealt with the right to privacy, Mrs Mapp won the case and the evidence against her was thrown out.

In Miranda vs Arizona, a man was arrested for a crime he had committed. He was never advised of his rights and subsequently gave police incriminating information.

The case dealt with the rights of the accused. The Supreme Court ruled in favor of Mr. Miranda, and since that time the law states that all persons accused of a crime must be notified of their rights at the time of their arrest.

Anchor Level 2-B

The response:

- Shows limited understanding of the impact of certain Supreme Court decisions on civil liberties in the United States
- Attempts to address the task by discussing two aspects of the task for *Mapp v. Ohio* in a limited way, but not addressing how the Court ruling in this case affected a specific civil liberty (other than for *Mapp* herself), and then discussing all aspects for *Miranda v. Arizona* in a very limited way
- Develops a limited, but not faulty, evaluation of issues (*Mapp* deals with the right to privacy; since *Miranda*, all persons accused of a crime must be notified of their rights at the time of their arrest)
- Includes few facts, examples, and details (*Mapp*—police suspected Mapp of being involved in a gambling ring, but did not have a search warrant for the obscene material they found; *Miranda*—arrested and never advised of his rights); and contains inaccuracies (reference to a pornography ring in *Mapp*)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Contains an introduction that goes beyond a simple restatement of the theme but provides no summary

Conclusion: Overall, this response best fits the criteria for Level 2. The response predominantly mentions information rather than discussing it. Only two aspects of the task for *Mapp* are addressed and the discussion of *Miranda* is very limited.

Anchor Paper – Thematic Essay—Level 2 – C

I have chosen 2 of the 3 rights of individuals, these rights are Freedom of Religion & Right to Counsel, I will also show how the decisions expanded or limited the rights.

In 1962, The Supreme Court ruled in *Engel vs Vitale* case, the state sponsored prayer had violated the Constitutional principle of the separation of the church & state. The Regents Board of New York State had wrote a prayer to be recited by the students each day in the public schools, although the plan had support from churches & religious leaders, parents said that their children's religious freedom was being violated by mandating a state sponsored prayer being recited. This created a national debate of the subject that led many to support a constitutional amendment supporting prayer in school. The court decision expanded the ~~the~~ Freedom of Religion by limiting the state's ability to mandate a prayer to be said in school.

Anchor Level 2-C

The response:

- Shows limited understanding of the impact of certain Supreme Court decisions on civil liberties in the United States
- Attempts to address the task but only discusses *Engle v. Vitale* in a limited way
- Develops a limited, but not faulty, evaluation of issues (Court ruling in *Engle* created a national debate that led many to support a constitutional amendment supporting prayer in school)
- Includes a few facts, examples, and details (prayer written by the Regents Board of New York State; the prayer applied to public schools)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by focusing on a choice of rights (freedom of religion and right to counsel) instead of choosing Supreme Court Cases dealing with those rights and provides no conclusion

Conclusion: Overall, this response best fits the criteria for Level 2. Although the response discusses a Court case not listed in the suggestions and mentions the correct year, only one case is discussed. In addition, the response predominantly mentions information rather than discussing it.

There were many cases involving the Supreme Court. Most cases had ~~to do with the ownership of land or slave, or whether or not African Americans should have equal rights as whites~~ African Americans probably had the hardest time in gaining equal status as whites, and most of the time the blacks lost the case.

In the case of Plessy vs. Ferguson, it legalized separate facilities for African Americans. This meant that blacks would have to be together and separate from the whites. The blacks must be on their own with little help of the government.

As you can see African Americans were being treated cruelly and unfairly. They were ~~se~~ supposed to be separate but equal, which is ironic because you can not be separated from the government and be equal at the same time.

Anchor Level 1-A

The response:

- Shows a very limited understanding of the impact of certain Supreme Court decisions on civil liberties in the United States
- Makes some attempt to address two aspects of the task for *Plessy v. Ferguson*
- Lacks an analysis or evaluation of the issues and events beyond stating vague and/or inaccurate facts
- Includes few relevant facts, examples, or details (*Plessy* ruling legalized separate facilities for African Americans) and contains inaccurate information (most Supreme Court cases have dealt with the ownership of land or slaves or whether or not African Americans should have equal rights)
- Demonstrates a major weakness in organization
- Fails to introduce or summarize the theme of the impact of certain Supreme Court decisions on civil liberties in the United States

Conclusion: Overall, this response best fits the criteria for Level 1. Only one Court case is discussed in a limited way with vague generalities.

In the Supreme court decsion
Brown vs. board of education was a
case about how American schools are
segregated. Brown a black girl wanted
to go to the school closer to her house.
The school was all white. She took
her case to the Supreme Court.
The Supreme court's decision was to
let all American schools be
integrated.

Anchor Level 1-B

The response:

- Shows a very limited understanding of the impact of certain Supreme Court decisions on civil liberties in the United States
- Makes some attempt to address two aspects of the task for *Brown v. Board of Education*
- Lacks an analysis or evaluation of the issues and events beyond stating vague and inaccurate facts
- Includes few accurate or relevant facts, examples, or details (*Brown*— a black girl who wanted to go to the all-white school closer to her house) and contains some inaccuracies (ruling required the integration of all American schools, not just public schools)
- Demonstrates a major weakness in organization, i.e., a single four-sentence paragraph
- Fails to introduce or summarize the theme of the impact of certain Supreme Court decisions on civil liberties in the United States

Conclusion: Overall, this response best fits the criteria for Level 1. The response mentions some facts about only one Court case and that the Court decision meant American schools would be integrated.

Throughout history, the Supreme Court of the United States has resolved many cases that, in turn, influenced the future of the country. Cases such as *Roe vs. Wade*, as well as *Brown vs. The Board of Education of Topeka* (1954), have dealt with issues that have influence the way of life for many people.

The *Roe vs. Wade* case ~~was~~ dealt with the issue of a woman's right to have an abortion of an undesired pregnancy. This case arose when women's rights were a major political issue in the country. The court decided to legalize abortions for a woman through her second trimester. Still today, abortions are a major issue in the U.S. In many areas, a woman cannot receive an abortion because there ~~is~~ are no clinics that perform them nearby, largely due to the influence of pro-life activists in the area. ~~This~~ This decision from the Supreme Court, to legalize abortions, has expanded the freedom

of women to make their own decisions and do what they feel necessary.

The Brown vs. The Board of Education of Topeka case largely expanded the civil liberties and freedom of Black Americans ~~to~~ by increasing their equality to White Americans. This Supreme Court case was about the issue of segregation of Blacks and Whites in Public schools. The Supreme Court case of Brown vs. The Board had ruled that the black and white schools were not equal ~~in the~~ quality and conditions. This case ~~the~~ ruled that all schools be integrated and the segregation of the schools was not legal.

As demonstrated, ~~both~~ both of these cases have expanded the freedoms of American citizens, and both cases still influence life today. Without these two cases, life would be very different for many people.

The United States Supreme Court has played a major role in either expanding or limiting Constitutional civil liberties in the United States. Two Supreme Court cases that have had an impact on civil liberties are *Brown v. Board of Education of Topeka* (1954) and *Tinker v. Des Moines School District* (1969). Some facts of *Brown v. Board of Education of Topeka* is Brown wanted his daughter to go to an all white school because it was closer to their home than the all black school across town. A Constitutional civil liberty issue addressed by the Supreme Court is the right to attend and against Segregation.

Many Supreme Court cases in the United States have greatly affected constitutional civil liberties in the past. Two of these cases include The Dred Scott Decision and Brown vs. Board of Education of Topeka. ~~Both of these~~ These 2 cases, although very different, have one thing in common. They both limited the constitutional rights of citizens.

The Dred Scott Decision was related to the issue of slavery. Dred Scott was a slave. ~~Scott was a slave who was taken to a free territory.~~ His master wanted to move to a territory that was supposed to be a free territory. Scott went to court arguing that he was now a free man. The Supreme Ct. ruled that Scott was not even a citizen and that he was considered property in the eyes of the law. Therefore his master could do as he wishes with him. This limited the rights of African Americans.

The case of Brown v. Board of Ed. also limited the rights of African Americans. Colored people had different schools than white people. Brown fought for unification of the schools. The Supreme Court ruled that separate but equal facilities was constitutional. This also limited the rights of African Americans.

These cases, as well as others, have limited the rights of American citizens.

The United States Supreme Court has played a major role in either expanding or limiting Constitutional civil liberties in the United States. Two court cases that show these action of the United States Supreme Court are, Korematsu V: United States and Brown V: Board of Education

In the Supreme Court case, Brown V: The Board of Education In 1954, the Constitutional liberty issue that was addressed to the Supreme Court by the famous lawyer Thurgood Marshall who was ^{also} the head of N. A. A. C. P (National, ^{Advanced} ~~Association~~ Association for colored people).

He showed the court, time after time how having the separate schools were not helping, the childrens mental level... that the white children thought it was better to be white and how the black children thought it was bad to be black...

He also showed that these schools were not equal in any way. The white schools had nice big schools, with water, indoor plumbing and heat. They also had new books, better teachers and more supplies...

Then he showed how the black school
and how far off they were...

Most schools did not have indoor
plumbing, no heat, that most schools
were run down and were
in very bad condition on the inside
and out.. He also showed that
the black students did not have
proper books, teachers and supplies.

The Supreme Court saw the
problems that these colored children
were facing. And in their decision
they said it was not fair to all
parties involved to have segregated
schools. So they expanded the rights
of African Americans and decided
to de-segregate the schools. But
this action of the Supreme Court
took time to put in place because
most white people felt that
they did not want color people
in their schools:

In the Supreme Court case
Korematsu v. The United States
in 1944, the ~~civil liberty~~ issue
that was addressed in this case

was that Korematsu was forced to go in a Japanese Internment Camp because the United States thought that all people of Japanese descent were a threat to the U.S. Because they might be spies. Korematsu was born in the U.S. and had never been to Japan. But they made him sell all his belongings and go in to the camp. But when he refused to go he was arrested.

He got his case all the way to the Supreme Court. But after the Court heard his case they said he had to go to the camp because in a time of war the citizen's rights are limited.

This decision but the Court limited the rights of people that are Japanese descent ~~in~~ the United States.

Supreme Court has played a major role with expanding or limiting citizen's rights.

Throughout our country's history civil liberties have been either expanded or lessened by the Supreme Court. In ~~the Plessy~~^{Arizona} ~~vs. Brown~~ ~~vs. Board of Education of Topeka~~ civil liberties were ~~both~~ either lessened or expanded. The Supreme Court both helps ^{and} hurts causes that are looking for equal rights or the liberties guaranteed to them by the Constitution.

In ~~Plessy vs. Brown~~ ~~vs. Board of Education of Topeka~~ ^{Arizona} ⁽¹⁹⁶⁶⁾ a man was arrested and not given his rights by the arresting officers. ~~The~~ Miranda was guilty and found guilty by a ~~court~~ jury. Miranda appealed the decision on the basis he wasn't given his basic rights which include: right to a lawyer and right to remain silent. His conviction was eventually reversed by the Supreme Court because the arresting officers forgot to read him his rights. This case helped ~~the~~ expand civil liberties because now a person could not be arrested w/o being reminded ~~of~~ of the basic civil

rights a person has by being a citizen of the United States of America.

In Brown vs. Board of Education of Topeka, Kansas (1954) a ~~It~~ black girl wanted to go to a white school b/c it was closer ~~and better~~ to her home. ~~The~~ The Supreme Court declared she could go to the white school b/c the idea of separate but equal was ~~not~~ not fair. These ~~were~~ facilities were actually separate & unequal. This case allowed for ~~the~~ the desegregation of schools and gave everybody the chance to a proper education. The blacks were given better opportunities to ~~get~~ obtain a better education while helping to increase their ~~a~~ liberties.

In both Brown vs. Board of Education of Topeka, Kansas & Miranda vs. Arizona civil liberties were expanded when the Supreme Court ~~upheld~~ upheld the Constitution.

Practice Paper A—Score Level 3

The response:

- Shows a satisfactory understanding of the impact of certain Supreme Court decisions on civil liberties in the United States
- Discusses the aspects of the task for *Roe v. Wade* and *Brown v. Topeka* in a limited way
- Shows good ability to analyze the impact of decisions in two Supreme Court cases on civil liberties in the United States (today, in many areas a woman cannot receive an abortion because there are no clinics that perform them nearby, largely due to the influence of the pro-life activists in the area)
- Includes some facts, examples, and details but tends to mention information rather than discuss it (*Roe*—Court ruling legalized abortion for a woman through her second trimester; *Brown*—Court ruled that schools had to be integrated)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces and summarizes the theme of the impact of certain Supreme Court decisions on civil liberties in the United States

Conclusion: Overall, this response best fits the criteria for Level 3. Although the response fully discusses the impact of both cases, it does not fully discuss the facts and does not identify a specific constitutional issue involved. Some good analysis of the impact of the Court decisions is made.

Practice Paper B—Score Level 1

The response:

- Shows a very limited understanding of the impact of certain Supreme Court decisions on civil liberties in the United States
- Makes a limited effort to address two aspects of the task for *Brown v. Board of Education*
- Lacks an analysis or evaluation of the issues and events beyond stating facts
- Includes few relevant facts, examples, or details (Brown wanted his daughter to go to all-white school because it was closer to their home)
- Demonstrates a major weakness in organization, i.e., one paragraph
- Introduces the theme of the impact of certain Supreme Court decisions on civil liberties in the United States but has no summary

Conclusion: Overall, this response best fits the criteria for Level 1. Some of the facts of *Brown* are mentioned but the constitutional issue involved is vague (right to attend and against segregation). In addition, only one Court case is presented.

Practice Paper C—Score Level 2

The response:

- Shows limited understanding of the impact of certain Supreme Court decisions on civil liberties in the United States
- Attempts to address the task but fails to do so in that the discussion of *Brown v. Topeka* is factually incorrect and the discussion of *Dred Scott v. Sanford* is very limited
- Develops a faulty analysis and evaluation of issues
- Includes few facts, examples, and details (*Dred Scott*—Court ruled that Scott was not a citizen; he was considered property; his master could do as he wishes with him), and includes information that contains inaccuracies (*Brown*—separate but equal facilities were constitutional; limited the rights of African Americans)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Provides both an introduction and a conclusion that refer to the theme of how Supreme Court decisions have affected constitutional civil liberties

Conclusion: Overall, this response best fits the criteria for Level 2. The response predominantly mentions information rather than discussing it. Much of the discussion about the *Brown* case is incorrect.

Practice Paper D—Score Level 4

The response:

- Shows a good understanding of the impact of certain Supreme Court decisions on civil liberties in the United States
- Addresses all aspects of the task, although the discussion of *Brown v. Board of Education* is more thorough than the discussion of *Korematsu v. United States*
- Shows an ability to analyze and evaluate specific Supreme Court cases (*Brown* determined that the segregated school facilities were not equal to those of whites, but the Court ruling took time to be put in place because many white people felt that they did not want African Americans in their schools; *Korematsu* establishes that in a time of war, citizens' rights are limited)
- Includes relevant facts, examples, and details (*Brown*—Thurgood Marshall and the NAACP, detailed evidence introduced to argue that segregated schools were not equal; *Korematsu*—had to sell his personal belongings and go into a camp, arrested because he refused to go to the camp)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Repeating the theme of how Supreme Court decisions have expanded or limited citizens' rights in both the introduction and the conclusion

Conclusion: Overall, this response best fits the criteria for Level 4. Although the introduction and conclusion are somewhat limited, the good discussion of these Supreme Court cases provides much detailed information.

Practice Paper E—Score Level 3

The response:

- Shows a satisfactory understanding of the impact of certain Supreme Court decisions on civil liberties in the United States
- Discusses all aspects of the task for *Miranda v. Arizona* and *Brown v. Board of Education of Topeka* in a limited way
- Shows an ability to analyze the impact of decisions in two Supreme Court cases on civil liberties but not in any depth, being more descriptive than analytical (*Miranda* helped expand civil liberties because now a person could not be arrested without being reminded of the basic civil rights a person has by being a United States citizen)
- Includes some facts, examples, and details but tends to mention information rather than discuss it (*Miranda*—arrested and not told his rights: right to a lawyer and right to remain silent; *Brown*—a black girl wanted to go to a white school closer to her home, segregated facilities were unequal)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces and summarizes the theme of the impact of certain Supreme Court decisions on civil liberties in the United States by going beyond a simple restatement of the task

Conclusion: Overall, this response best fits the criteria for Level 3. Two Supreme Court cases are discussed in a limited way with some detailed information mentioned.

Document 1

As a class, they [Chinese laborers] are quiet, peaceable, patient, industrious, and economical. More prudent and economical [than white laborers], they are content with less wages. We find them organized for mutual aid and assistance. Without them, it would be impossible to complete the western portion of this great national enterprise [transcontinental railroad] within the time required by the Act of Congress.

—Leland Stanford, President of the Central Pacific Railroad, 1865

1 Why did Leland Stanford believe that Chinese laborers were important to the completion of the railroad?

Score of 1:

- Identifies a reason Leland Stanford believed that Chinese laborers were important to the completion of the railroad
Examples: the railroad could not be completed without them; they worked for lower wages; they are hard workers; it would be impossible to complete the western portion of this great national enterprise within the time required by the Act of Congress

Score of 0:

- Incorrect response
Example: they work harder than white laborers
- Vague response that does not answer the question
Example: they are organized
- No response

Document 2



Source: *The Granger Collection* (adapted)

2 What does the cartoon show about United States immigration policy in 1880?

Score of 1:

- Identifies the cartoonist's interpretation of immigration policy in 1880
Examples: the United States welcomed immigrants; encouraged them to come; promoted opportunities in the United States to encourage immigration; welcome to all
OR
- Lists reasons the United States used to promote immigration as shown on the billboards in the cartoon

Score of 0:

- Incorrect response
Example: Uncle Sam is discouraging immigration to the United States
- Vague response that does not answer the question
Example: many people are coming to the United States
- No response

Document 3

... one of those agents from the big bosses in America came to Bugiarino to get men for some iron mines in Missouri. The company paid for the tickets, but the men had to work for about a year to pay them back, and they had to work another year before they could send for their wives and families. So this time, when that agent came, Santino and some of his friends joined the gang and went off to America.

— Rosa Cristoforo, an Italian immigrant, 1884

3a According to the passage, why did the agents encourage Italians to emigrate to America?

Score of 1:

- Identifies why agents encouraged Italians to emigrate to America
Examples: agents needed laborers for mines; to get men for some iron mines in Missouri

Score of 0:

- Incorrect response
Example: the company paid for the tickets
- Vague response that does not answer the question
Example: the agent came to the town
- No response

3b How did the agents encourage Italians to go to America?

Score of 1:

- Identifies how the agents encouraged Italians to go to America
Examples: agents paid for the tickets; the company paid for the tickets

Score of 0:

- Incorrect response
Example: they could bring their wives and families
- Vague response that does not answer the question
Example: to join their friends
- No response

May 6, 1882. CHAP. 126.—An act to execute certain treaty stipulations relating to Chinese.

WHEREAS, IN THE OPINION OF THE Government of the United States the coming of Chinese laborers to this country endangers the good order of certain localities within the territory thereof: Therefore,

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That from and after the expiration of ninety days next after the passage of this act, and until the expiration of ten years next after the passage of this act, the coming of Chinese laborers to the United States be, and the same is hereby, suspended; and during such suspension it shall not be lawful for any Chinese laborer to come, or, having so come after the expiration of said ninety days, to remain within the United States.

— The Chinese Exclusion Act

4a According to this passage, how did the Chinese Exclusion Act affect the immigration of Chinese people to the United States?

Score of 1:

- Identifies how the Chinese Exclusion Act affected the immigration of Chinese people to the United States

Examples: it kept Chinese laborers from coming to the United States for ten years; the coming of Chinese laborers to the United States was suspended

Score of 0:

- Incorrect response
Example: Chinese laborers could only come to the United States for ninety days.
- Vague response that does not answer the question
Example: Chinese laborers endanger the good order of the United States.
- No response

4b According to this passage, what reason did the United States government give for passing this law?

Score of 1:

- Identifies a reason the United States government gave for passing this law
Examples: Chinese laborers were considered dangerous; admission of Chinese laborers endangered the good order of certain localities

Score of 0:

- Incorrect response
Example: to execute treaty agreements
- Vague response that does not answer the question
Example: it is the opinion of the United States government

No response

Document 5

Immigration Before and After Quota Laws	From Northern and Western Europe	From Southern and Eastern Europe and Asia
Average annual number of immigrants before quotas (1907–1914)	176,983	685,531
Emergency Quota Act of 1921	198,082	158,367
Emergency Quota Act Amended 1924	140,999	21,847
National Origins Act of 1929	132,323	20,251

— *Historical Statistics of the United States*

5 According to this chart, what effect did the quota laws have on immigration to the United States?

Score of 2:

- Identifies an effect the quota laws had on immigration to the United States
Example: they reduced immigration from southern and eastern Europe and Asia and admitted more people from northern and western Europe

Score of 1:

- Identifies a specific number of immigrants coming to America as a result of one of the quota laws
Example: 20,251 immigrants came from southern and eastern Europe and Asia as a result of the National Origins Act of 1929
- Combines correct and incorrect information
Example: it reduced immigration from all areas, but northern and western Europe saw more of a decrease

Score of 0:

- Incorrect response
Example: between 1921 and 1929, the number of immigrants coming from southern and eastern Europe increased
- Vague response that does not answer the question
Example: quotas were set
- No response

Document 6

We were tried during a time that has now passed into history. I mean by that, a time when there was . . . resentment and hate against the people of our principles, against the foreigner, against slackers, and it seems to me—rather, I am positive, that both you and Mr. Katzmann [have] done all . . . [that was] in your power in order to work out, in order to agitate, still more the passion of the juror, the prejudice of the juror, against us. . . .

But my conviction is that I have suffered for things that I am guilty of. I am suffering because I am a radical and indeed I am a radical; I have suffered because I was an Italian and indeed I am an Italian; I have suffered more for my family and for my beloved wife than for myself. . . .

— Bartolomeo Vanzetti, to Judge Thayer upon being sentenced to death,
Sacco-Vanzetti case, April 9, 1927

6 State *two* reasons the speaker in this passage believed he was brought to trial.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each correctly stated reason that the speaker in this passage believed he was brought to trial
Examples: resentment against and/or hatred toward radicals, foreigners, slackers, and/or Italians; fanning the prejudice of jurors
OR
- Award 1 credit (up to a maximum of 2 credits) for each correctly quoted portion of the document that states a reason that the speaker in this passage believed he was brought to trial
Examples: I am suffering because I am a radical; I have suffered because I was an Italian

Score of 0:

- Incorrect response
Example: I have suffered more for my family and my beloved wife.
- Vague response that does not answer the question
Example: I have suffered for things I am guilty of.
- No response

Document 7

This bill says simply that from this day forth those wishing to immigrate to America shall be admitted on the basis of their skills and their close relationship to those already here.

This is a simple test, and it is a fair test. Those who can contribute most to this country—to its growth, to its strength, to its spirit—will be the first that are admitted to this land.

The fairness of this standard is so self-evident that we may well wonder that it has not always been applied. Yet the fact is that for over four decades the immigration policy of the United States has been twisted and has been distorted by the harsh injustice of the national origins quota system.

Under that system the ability of new immigrants to come to America depended upon the country of their birth. . . .

Families were kept apart because a husband or a wife or a child had been born in the wrong place.

Men of needed skill and talent were denied entrance because they came from southern or eastern Europe or from one of the developing continents. . . .

— President Lyndon B. Johnson, remarks at the signing of the Immigration Act of 1965

7a According to this passage, what was the basis for admitting immigrants to the United States in the forty years before 1965?

Score of 1:

- Identifies the basis for admitting immigrants to the United States in the 40 years before 1965
Examples: based on where you came from; depended on the country of their birth

Score of 0:

- Incorrect response
Examples: on the basis of their skills; close relationship to those already in the United States
- Vague response that does not answer the question
Example: it depended on your parents
- No response

7b According to this passage, how did the Immigration Act of 1965 change the basis for admitting immigrants to the United States?

Score of 1:

- Identifies the change that the Immigration Act of 1965 made in the basis for admitting immigrants to the United States
Examples: no longer is admission to the United States dependent on the country of birth; people with skills and close relatives will be admitted first; people who can contribute the most to the United States will be admitted

Score of 0:

- Incorrect response
Example: Immigrants will be admitted on the basis of national origin.
- Vague response that does not answer the question
Example: It will be fairer.
- No response

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

Historical Context:

United States immigration policy has changed over time to reflect the needs and attitudes of American society.

Task:

- Discuss immigration policies or actions taken by the United States government that affected the immigration of people to the United States
- Show how these policies or actions reflected the needs and attitudes of American society at that time

Key Ideas from the Documents

Policy/Action of the United States Government	Needs of American Society	Attitudes of American Society
Completion of western railroad; Act of Congress (doc 1)	Rapid completion of the transcontinental railroad; Chinese work for lower wages	Chinese are quiet, peaceful, patient, industrious, more prudent
Promotional propaganda (doc 2)	Need for laborers and settlers during the 19th century	All immigrants welcome to expand the country
Open immigration (doc 3)	United States companies willing to pay passage of immigrants to lure workers; cheap labor	Immigrants can do the tough jobs
Chinese Exclusion Act (doc 4)	Imported labor endangers the employment of citizens	Nativist attitudes toward the Chinese
Quota Acts (doc 5)	Reduction of number of immigrants	Nativist attitudes toward southern and eastern Europeans; restriction of certain nationalities
Sacco-Vanzetti Case (doc 6)		Nativist attitudes toward southern and eastern Europeans
Immigration Act of 1965 (doc 7)	Need for talented, skilled immigrants	Reuniting of families; changing attitudes toward ethnic differences

Notes:

The response:

- (1) cannot use state legislation such as California's Proposition 187
- (2) must address both the needs and the attitudes of American society
- (3) must discuss *at least* two specific immigration policies,
or two specific actions taken by the United States Government,
or one policy and one action

Relevant Outside Information

(This list is not all-inclusive)

Policy/Action of the United States Government	Needs of American Society	Attitudes of American Society
Promotional Propaganda	Need for factory workers	Immigrants should assimilate quickly
Chinese Exclusion Act—First restrictive immigration law	Worker/labor union demands for protection	Racist, ethnocentric views Californian Kearneyites
Gentlemen’s Agreement	Diplomatic concerns	Anti-Japanese sentiments in California public schools and in businesses
Quota Acts	Post–World War I isolationism Impact of immigrants on political system, crime rate Increased pressure on city services (housing, schools, police)	Negative attitudes about southern and eastern Europeans (Many were illiterate, lived in tenements in overcrowded urban areas, lived in own ethnic communities, had difficulty with assimilation.) Red Scare encouraged nativist attitudes Effect of the works of Jacob Riis and others Activities of the KKK
Immigration Act of 1965	LBJ’s Great Society programs required more skilled workers	John F. Kennedy’s interest in immigration issues
Admission of Displaced Persons and Political Refugees	Implementation of the United Nations Declaration of Human Rights	Humanitarian spirit

Score of 5:

- Thoroughly addresses all aspects of the task by discussing immigration policies or actions taken by the United States government that affected the immigration of people to the United States and by showing how these policies or actions reflected the needs and attitudes of American society
- Incorporates accurate information from at least **four** documents (see Key Ideas Chart)
- Incorporates relevant outside information related to immigration policies or actions taken that reflect the needs and attitudes of American society (see Outside Information Chart)
- Richly supports the theme of immigration with relevant facts, examples, and details, and is more analytical than descriptive, e.g., racist attitudes in the state of California contributed to the passage of the Chinese Exclusion Act
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme of immigration by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Score of 4:

- Addresses all aspects of the task by discussing immigration policies or actions taken by the United States government that affected the immigration of people to the United States and showing how these policies or actions reflected the needs and attitudes of American society, but the discussion of one aspect of the task may be less complete than the discussion of the others
- Incorporates accurate information from at least **four** documents
- Incorporates relevant outside information
- Includes relevant facts, examples, and details; but the discussion may be more descriptive than analytical, mentioning examples rather than explaining them, e.g., mentioning Jacob Riis but not explaining the impact of his work
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme of immigration by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Score of 3:

- Addresses most aspects of the task, but might not discuss both needs and attitudes *or* might discuss all aspects of the task for only one policy or action *or* addresses all aspects of the task in a limited way by providing few details about specific immigration policies or specific actions or discussing just the needs and attitudes of American society
- Incorporates some information from the documents
- Incorporates limited or no relevant outside information or information may be general rather than specific
- Includes some facts, examples, and details, but discussion may be more descriptive than analytical such as mentioning the Sacco-Vanzetti case but providing few details to explain its relationship to immigration
- Is a satisfactorily developed essay, demonstrating a general plan of organization, but may not distinguish between the different parts of the task
- Introduces the theme of immigration by repeating the historical context and concludes by repeating the theme

Score of 2:

- Attempts to address some aspects of the task by discussing immigration policies or actions *or* by mentioning the policies or actions and discussing the needs and attitudes of American society
- Makes limited use of the documents or may only restate the contents of the documents
- Presents little or no relevant outside information
- Includes few facts, examples, and details, and may include information that contains some inaccuracies
- Is a poorly organized essay, lacking focus; may contain digressions or extraneous information
- May lack an introduction and/or conclusion or these elements may not refer to the theme of immigration

Score of 1:

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

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

US immigration policy has changed over time to reflect the needs and attitudes of the American people. In the time period before 1882, almost any immigrant was welcomed into the United States as can be seen in document 2. The US needed workers for factories and for the building of roads, railroads, and canals. The U.S. encouraged immigration by telling them about free education, free speech and the free ballot. However, between 1882 and 1965, Congress passed laws restricting the immigration because the need for immigrant was not as great and attitudes toward immigration changed.

According to document 1, the President of the Central Pacific RR wanted Chinese workers in 1865 because they were easier to use than white workers. They were peaceful, patient, and hardworking. They were also economical because they were ~~peaceful~~ ^{worked} for less wages. Also, using Chinese workers meant that the railroad would be finished on time. However, by 1882 there wasn't the need for Chinese workers and welcoming attitudes changed to wanting to exclude them. Chinese workers were seen as

endangering the good order of localities as seen in document 4. Since the railroad was finished, many Chinese settled in California and competed with American workers for jobs. Willing to work for lower wages, the Chinese hurt American workers and labor unions. As a result, Congress passed the Chinese Exclusion Act which kept Chinese workers out of the country.

Between 1890-1920 many immigrants came to the U.S. from Southern and Eastern Europe. ^{Many of} these immigrants came to the U.S. looking for jobs. They settled in urban areas to work in factories and others such as Rosa Cristoforo in Document 3, worked in iron mines in Missouri. Companies would actually pay for the immigrants tickets and then the immigrants would pay them back later. By the 1920's, Americans attitudes about these immigrants changed too. World War I was over and the U.S. wanted to be isolationist. Some Americans saw these "new" immigrants as being very different from them. Bringing their large families, these immigrants crowded into tenements in the cities. The Red

Some made some American worry that these immigrants might be dangerous politically. ~~George~~ The speaker in Doc 6 believes he was brought to trial because he was Italian. The Sacco-Vanzetti case shows that Americans resented immigrants and did not treat them fairly according to document 6. Congress passed the Quota Acts in the 1920's and cut down the number of Southern and Eastern Europeans allowed to come into the United States.

In the 1960's American attitudes changed again. The Immigration Act of 1965 was passed which allowed people to come to America if they had skills or relatives already here. The U.S. saw the harsh injustice of the national origins quota system as stated in Document 7. The U.S. realized that ~~for~~ many different kinds of people could contribute to the country. Different ^{immigration} policies have reflected the needs and attitudes of U.S. society at different times throughout U.S. history.

Anchor Level 5-A

The response:

- Thoroughly addresses all aspects of the task by discussing immigration policies and actions taken by the United States government that affected the immigration of people to the United States (Chinese Exclusion Act; Quota Acts; and Immigration Act of 1965) and by showing how these policies reflected the needs and attitudes of American society at the time
- Incorporates accurate information from all the documents
- Incorporates relevant outside information (connection between California and the Chinese Exclusion Act; connection between World War I and isolationism; difference between “old” and “new” immigrants; tenements; Red Scare)
- Richly supports the theme of immigration with relevant facts, examples, and details, and is more analytical than descriptive (Americans turned against Chinese because they were no longer needed to fill jobs; connection between the Chinese Exclusion Act and the completion of the transcontinental railroad and settlement in California; change in United States policy as a result of World War I; return to isolationism)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme of immigration by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Conclusion: Overall, the response best fits the criteria for Level 5. The introduction is especially strong as it provides an excellent overview of immigration policy, a policy that initially welcomed immigrants and then moved in the direction of immigration restriction. The response is further strengthened by the excellent integration of documents. The conclusion is especially strong because it uses the Immigration Act of 1965 to summarize immigration policy.

Immigration to the U.S. in all of its history has not been a stoic process. Before 1965, acts such as the Emergency Quota Act of 1921 and the National Origins Act of 1929 (doc. 5) were limiting immigration from countries too unlike our own. The Immigration Act of 1965 (doc. 7) simply changed the parameters of admitting immigrants to adjust to our needs for skilled workers. Either way, policies are molded for needs of society, whether it be economic or social, and not to the needs of the immigrant.

In the 19th century, Chinese immigrants were wanted by railroad companies although rejected by society at large. Documents 1 and 2 express the duality of American thought: businessmen sang their praises, while workers were embittered. Once the Chinese population grew in size, as populations sometimes do, fear of the economic and political power of a lower class, Americans by no means, led to the passage of the Chinese Exclusion Act in 1887 (Doc. 4).

Nativism again raised its ugly head in the early 20th century, when the Emergency Quota Act of 1921 and the National Origins Act of 1929 (Doc 5) were passed. Increased immigration from impoverished nations finding poverty-line jobs in America stirred up resentment with the current Americans. Low-wage white workers were faced with competition from

immigrants who would work for lower wages. Prejudice against these non-Protestant immigrants created tension (most Americans had a WASP background), so Congress moved to restrict the unrest. Congress was also reacting to the nativist attitudes encouraged by the Red Scare, which had many people believing that Communists had infiltrated many of our businesses and were endangering our freedom.

In 1965 we arrive at a turnaround. America's cities are full of every race and creed in a kind of ethnic equilibrium. There's still prejudice, but not tension. So Johnson makes an "enlightened" move to pass the Immigration Act of 1965 (Doc. 7), an act that doesn't discriminate based on race, creed, or color. This time it's skilled workers—an economic need.

America has no ~~st~~ enlightened immigration policies. Our current policy discriminates against suspected terrorist countries. Throughout history, today, and tomorrow our policies will follow the limits of public acceptance, just like politics. And so we end at the beginning, because as far as immigration goes, 1965 is the same as 1880.

Anchor Level 5-B

The response:

- Thoroughly addresses all aspects of the task by discussing immigration policies taken by the United States government that affected the immigration of people to the United States (Chinese Exclusion Act; Quota Acts; and Immigration Act of 1965) and by showing how these policies reflected the needs and attitudes of American society at the time
- Incorporates accurate information from documents 1, 2, 4, 5, 6, and 7
- Incorporates relevant outside information (nativism; non-Protestant immigrants creating problems; Red Scare; WASP background of the American society in the early 1900s)
- Richly supports the theme of immigration with relevant facts, examples, and details, and is more analytical than descriptive (Chinese immigrants desired by railroad companies although generally rejected by the American public; duality of attitudes of American businessmen and workers; ethnic equilibrium in the 1960s although there was still prejudice)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme of immigration by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Conclusion: Overall, this response best fits the criteria for Level 5. The introduction and conclusion are especially strong because they explain the evolution of United States immigration policies. The analysis and conclusions drawn from the individual documents also demonstrate the strength of the response.

Through time the immigration policy of the U.S. has been changing. The policy has changed based on the country's need and attitude. Our country has faced many problems with immigration but it has also enjoyed many of its benefits. Immigration during this century and even earlier has helped to diversify our country's culture and traditions.

In the late 1800's immigration was often looked highly upon. We found ourselves full of workers who would accept less pay and do twice the work. We were known for our openness and opportunity. The Statue of Liberty represented a new life for many immigrants. Leland Stanford describes Chinese workers as "quiet, peaceable, patient, industrious, and economical." (document 1). Who wouldn't want a person with these qualities working for them. Companies would pay for immigrants to come to America. "The company paid for the ticket but the men had to work for about a year ~~th~~ to pay them back." (document 3). Government and business alike were very accepting of immigration because it was very good for the American economy.

This attitude towards immigration didn't last too long. Immigrants began to take jobs away from Americans and they were not looked highly upon. Strong feelings of nativism began to arise against immigrants. The number of available jobs began to decrease and immigrants were hired because they would work for less pay. This was especially true in California. One of the first acts passed to slow immigration was the Chinese Exclusion Act. "Until the expiration of ten years next after the passage of this act, the coming of Chinese laborers to the U.S. be, and the same is hereby suspended." (document 4). This was passed to limit the Chinese population in America.

Between 1890 and 1920 many immigrants came from southern and eastern ~~immigrants~~ ^{European} countries. These immigrants came to work in factories and mines. Mine owners needed workers and were willing to pay their passage. However, American sentiment soon turned against these immigrants. They were considered different and many settled with others from the same country. A few years later there was the Emergency Quota Act and the National Origins Act. These acts regulated the number of immigrants allowed to come to the U.S. from a certain area. This is when people began to face real prejudice and tension as a result of the Red Scare. The Sacco-Vanzetti case is a good example of the problems facing immigrants in America. "I have suffered because I am Italian and indeed I am Italian." (document 6). The United States, becoming very fickle, had changed its viewpoint and open door and replaced them with prejudice and quotas. It wasn't until Johnson was elected that things would change. He decided not to restrict immigration to only certain areas. He'd rather have skilled workers from areas be allowed to come to the U.S. and families that have been separated as well. "Under that system the ability of new immigrants to come to America depended upon the country of their birth..." (document 7). He decided it was time for a change. Attitudes against immigrants didn't change much but the restrictions placed on them allowed skilled workers to keep entering the U.S.

In conclusion, the policy of the U.S. has changed very much through the past centuries but we have to realize that most of our relatives have come to this country from different parts of the world and we should ~~not~~ change our attitudes. Prejudice

should not be acceptable and it is definitely a part of our history that is not very honorable. Our government has also done a lot to restrict immigration and I feel that they have been doing their best up to the present day.

Anchor Level 4-A

The response:

- Addresses all aspects of the task by discussing immigration policies and actions taken by the United States government that affected the immigration of people to the United States (open immigration; Chinese Exclusion Act; Quota Acts; Immigration Act of 1965), and by showing how these policies and actions reflected the needs and attitudes of American society at the time
- Incorporates accurate information from all the documents
- Incorporates relevant outside information (significance of the Statue of Liberty to immigrants; competition for jobs; differences of southern and eastern European immigrants compared to earlier immigrants; Red Scare)
- Includes relevant facts, examples, and details; and includes some analytical statements, although some examples are mentioned rather than explained (immigration in California; differences of new immigrants)
- Is a well-developed essay, demonstrating a logical and clear plan of organization, although some of the information tends to be repetitive
- Introduces the theme of immigration by establishing a framework that is beyond a simple restatement of the historical context and uses the conclusion to introduce and discuss the issue of prejudice

Conclusion: Overall, this response fits most of the criteria for Level 4. The strength of this response is in relating changing immigration policies to the economy. The conclusions drawn from the documents are strong, although information copied from documents 5, 6, and 7 detracts from the overall quality of the response.

The Immigration Policies of United States have changed drastically throughout time. At our country's beginning we welcomed everyone and anyone, whereas today we welcome anyone as long as they exhibit skill in something or have close ties with people already here. However, our recent policies of restrictions have actually been for the better. In past centuries, the U.S. has endorsed immigration in order to create an almighty labor force. Slave ships came from Africa to bring field labor for Southern plantations, Irish immigrants came to work on the Erie Canal, Chinese immigrants came to America to work on railroads (D-1), and Italians were encouraged by agents, offering tickets to America that could be paid for by working in the mines. Both America's industrialization and her other opportunities such as free education and free speech encourage immigration. It wasn't until the late 1800's that the U.S. put a dramatic halt to some immigration by passing the first law to restrict immigration. In 1882, the Chinese Exclusion Act was passed to restrict Chinese immigration. Americans simply dislike the Chinese, saying they were a threat to domestic labor, and they didn't assimilate (D-4).

Soon after the Emergency Quota Act of 1921, the amendment of that act in 1924, and the National Origins Act of 1929 were passed. Most of these acts were also bias. The acts were particularly unjust to Southern and Eastern Europeans and Asians. These immigrants were very different from Americans. They tended to keep their own language and lived in tenements. Finally there came reform in immigration laws. With the Immigration Act of 1965, president Lyndon Johnson's ^{Great Society programs} gave the much needed justice to our immigration policies. He passed the act which said anyone could be allowed to immigrate to the U.S. as long as they had either skill or ties with people here. This act finally set certain codes and morals for the U.S. immigration service that will be the foundation for years to come.

Anchor Level 4-B

The response:

- Addresses all aspects of the task by discussing immigration policies taken by the United States government that affected the immigration of people to the United States (Chinese Exclusion Acts; Quota Acts; Immigration Act of 1965) and by showing how these policies reflected the needs and attitudes of American society at the time
- Incorporates accurate information from documents 1, 2, 3, 4, 5, and 7
- Incorporates relevant outside information (Irish role in building the Erie Canal; Chinese threat to labor; Chinese Exclusion Act as the first restrictive law; Great Society)
- Includes relevant facts, examples, and details, but the discussion is more descriptive than analytical (no supportive information is given to explain why the Chinese didn't assimilate; no reasons are given to explain why the Quota Acts are unjust)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme of immigration by establishing a framework that is beyond a simple restatement of the historical context and concludes with the Immigration Act of 1965

Conclusion: Overall, this response best fits the criteria for Level 4. The response discusses reasons for open immigration in early United States history, however few details are offered about the policies. The response concludes by discussing the effects of the Immigration Act of 1965 and the resulting changes on immigration policy.

The immigration policy has changed over history to meet the needs of American society. It has gone from welcoming all to limiting entrance back to welcoming most foreigners. These decisions reflected what was going on in the US at those specific times and how important immigration was.

During the Industrial Revolution in the late 1800s, the US was taking in a huge number of immigrants. The immigrants were welcome because they served as cheap labor for factories and railroad building. In document 1, the use of Chinese laborers was described in the building of the Central Pacific Railroad. These laborers not only worked for lower wages, but caused less trouble for employers than white laborers. The US government, as well as employers, gave immigrants incentives to come to the U.S. In document 2, the cartoon explains how the US promoted rights and how it attracted many immigrants to the nation. Document 3, described how employers offer to pay for immigrants to travel to the US and later give them an opportunity to pay back the money. All of these things show how the U.S. was willing to take in immigrants from all over the world. However, this open immigration policy led to problems because so many immigrants came to the U.S. that native born Americans began to resent them. In California, workers asked the government to help. As a result, Congress passed the Chinese Exclusion Act.

After World War I, the US immigration policy changed. During the 1920's a fear of communism arose known as

the Red Scare. This affected immigrants from parts of the world such as Southern and Eastern Europe and Asia. American society was afraid of immigrants coming from nations where radicals were taking over the government. In document 6, the point of view of an immigrant in the U.S. being tried of a crime explains how he feels. He believed that he was ~~being~~ on trial not for the crime he was accused of, but his ^{ITALIAN} background and his political views. This fear of radical political views helped in the passing of immigration quota laws (in document 5), which greatly decreased the amount of immigration from those areas of the world. These quotas remained until the 1960s.

In 1965, President Johnson decided to open the gates for immigration through the Immigration Act of 1965 (document 7). This law, however did have some restrictions. In order for an immigrant to come into the U.S. he (or she) must have one of two things. They must have either a relative in the U.S. or a skill that will contribute to the U.S. This acceptance of immigrants played a huge role in the cultural diversity of this nation.

The U.S. has taken many actions in the policy of immigration. These decisions were made to keep a stable society by either allowing immigrants or blocking them. These actions played a huge role in U.S. history.

Anchor Level 4-C

The response:

- Addresses all aspects of the task by discussing immigration policies and actions taken by the United States government that affected the immigration of people to the United States (openness during the Industrial Revolution; Red Scare of the 1920s; Quota Acts), and showing how these policies and actions reflected the needs and attitudes of American society at the time
- Incorporates accurate information from documents 1, 2, 3, 5, 6, and 7
- Incorporates relevant outside information (Industrial Revolution; Red Scare; fear of radical political ideas; cultural diversity)
- Includes relevant facts, examples, and details, but the discussion is more general than analytical (laborers not only worked for lower wages but caused less trouble for employers; government as well as employers gave immigrants incentives to come to the United States)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme of immigration by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Conclusion: Overall, this response fits most of the criteria for Level 4. Although much of the information in the documents is summarized, the effective integration of the documents and the connection of the information between documents strengthen the response. The response is strong in that it relates immigration to cultural diversity.

United States immigration policies have changed over time to reflect the needs and attitudes of the American people. Many different policies have been approved and then changed to better suit the U.S. at that time.

For years immigrants had no trouble coming into the United States. In fact, they were welcomed by the government. This was because the U.S. was in desperate need of cheap labor. They were just beginning the industrial revolution and they needed workers for factories that would not expect high wages. To ensure having a lot of cheap laborers, the government bribed people to come to the U.S. "The company paid for the tickets, but the men had to work about a year to pay them back..." (document 3). These bribes had catches to them, of course, but the immigrants didn't seem to mind. They believed that they would have a better lifestyle in the U.S. and be able to bring their children up in a free country. Compared to the oppression they experienced in their native countries, this seemed like a dream come true.

However, soon enough the racism and segregation became more and more frequent. Many times immigrants were accused and convicted of crimes just because they weren't native to the U.S. "I have suffered because I was an Italian and indeed I am an Italian..." (document 4). The once welcoming environment of the free world had suddenly turned hostile. Immigrants were forced to live in bad sections of town and their freedoms were very limited. This wasn't quite what they expected from the land of the free.

Soon after these hostile feelings became apparent, many Americans fought to keep the immigrants out of their country. New laws and acts were passed in order to ensure this. One such act was the Chinese Exclusion Act. This act made it more difficult for Chinese immigrants to enter the country and remain there. It was against the law for any Chinese laborer to come to the U.S. and remain here for more than ninety days. This was because "...the coming of Chinese laborers to this country endangers the good order of certain localities within the territory thereof..." (document 4) Many other immigrants experienced the same type of hostile attitude toward them. In the early 1920's many Quota Acts were passed which limited the immigration numbers. Smaller numbers of immigrants were allowed into the country because it was becoming harder and harder to be admitted. Too many laws prohibited immigrants ~~from~~^{from} entering the U.S.

However, this did not continue for too much longer. In 1946 the Immigration Act of 1946 was signed. This act limited the racism that immigrants received. In order to enter the country, now they had to take and pass a test. They would then be admitted based on their skills. Before this act, immigrants were admitted to this country based on their originating country. If they were born in the wrong place then they were turned away. This act prohibited that from happening.

Throughout history, immigrants experienced many problems in coming to the U.S. The amount and harshness^{of problems} they experienced was based on the needs and attitudes of the people in the U.S. at the time.

Anchor Level 3-A

The response:

- Addresses all aspects of the task in a limited way, providing few details about immigration policies and actions (Chinese Exclusion Act; Quota Acts; Immigration Act of 1965) and discussing the needs and attitudes of American society at the time
- Incorporates some information from all the documents
- Incorporates some relevant outside information (Industrial Revolution; immigrants lived in poorer sections of town)
- Includes some facts, examples, and details, and some aspects of the discussion are analytical (connection of the need for workers for factories who would not expect high wages; payment of passage to America; immigrants believed they would have a better life in the United States)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of immigration by repeating the historical context and concludes by simply repeating the theme

Conclusion: Overall, this response best fits the criteria for Level 3. There is little outside information and much of the information presented is general, but the analysis and conclusions regarding the documents are good.

Throughout the history of the United States, the restrictions on immigration have changed. These changes were brought about by the changing attitudes and needs of the country.

Up until the 1880s, the United States supported an open policy of immigration. Those who wished to enter could. The nation depended on the ~~imm~~ immigrants; they were cheap labor. The Chinese were ~~permitted~~ primarily used ~~to~~ ~~by~~ by the Central Pacific Railroad Company to construct the Transcontinental Railroad. The Chinese laborers would work for low wages and worked quickly and without complaints. Leland Stanford, President of the Central Pacific Railroad, stated that ~~the~~ the on time completion of the railroad depended on the Chinese workers. The U.S. needed workers so badly that they offered to pay the ticket fair for Italians to come to America, granted the workers would not get paid for a year (Document 3). The U.S. was willing to take the chance that the workers would survive the journey and not run off once they got to America.

However, in 1882, the United States government passed the Chinese Exclusion Act. This act stated that Chinese people would not be allowed entrance into the United States for the next ten years. The nation could not support all the immigrants coming in. Once the railroad was complete, not as many workers

were needed. There were not as many job opportunities. In the early 1900's, quota laws were passed to try and decrease the number of immigrants entering the U.S.

The attitudes of Americans towards immigrants also changed. The American people were afraid of immigrants with different religious practices and cultural backgrounds. Immigrants were taking away job opportunities from the native American people. World Wars I and II also instilled hatred of certain immigrants, such as the Italians and Japanese and Germans. Americans feared ~~the~~ immigrants from these countries ~~would~~ ~~try~~ to were spies and try to destroy the country.

After the World Wars, the United States, in 1965, passed the Immigration Act. Immigration was now based on skill. Those who would contribute to the betterment of the nation would be allowed into the United States. Cultural background was no longer important.

The immigration policies of the United States have changed significantly in the last one hundred years. These changes have been influenced by the events of that period in history.

Anchor Level 3-B

The response:

- Addresses all aspects of the task in a limited way, providing few details about immigration policies and actions (open immigration policy; Chinese Exclusion Act; Quota Laws) and discussing the needs and attitudes of American society at the time
- Incorporates some information from all the documents
- Incorporates limited relevant outside information (relation of World War I and World War II to discrimination against certain immigrants)
- Includes some facts, examples, and details, and some aspects of the discussion are analytical (completion of the transcontinental railroad led to reduced job opportunities)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of immigration by repeating the historical context and concludes by simply repeating the theme

Conclusion: Overall, this response best fits the criteria for Level 3. Although little outside information is included, the summary and conclusions about document information is excellent. Inclusion of more outside information would have made this a Level 4 response.

Many times throughout history the United States government has enacted policies that have affected the ability of people to immigrate to the United States. Three such ^{policies} ~~are~~ are the Chinese Exclusion Act, the National Origins Act, and the Immigration Act of 1952. Each of these set regulations as to who was allowed to immigrate, who wasn't allowed to, and when they were or were not allowed to.

The purpose of the Chinese Exclusion Act is quite obvious because of its name. The idea was to prevent all Chinese immigration for ten years. The government believed that the Chinese immigrants were a danger to "the good order of certain localities." ^(document 4) In essence, they believed that the Chinese immigrants were a danger because of their cultural differences and because they could possibly take a job that might otherwise go to someone who was a citizen.

The National Origins Act decided immigration according to where a person was born. The fact that they may have wide work skills was not taken into account, and many skilled workers may have been lost through this. It also separated many families simply because one person was "born in the wrong place." (document 7). Because the basis for immigration

was based on where a person was born it showed the obvious nativist attitude and cultural prejudice of American society at that time.

Probably the closest to a "fair" immigration policy is the Immigration Act of 1965. The Immigration Act of 1965 based admittance on a person's skill level and on whether or not they had relatives living in the United States. There was no prejudice against a person based on where they were born; they were given the same chance as anyone who wanted to immigrate into the United States. This shows an open-mindedness and lack of prejudice on the part of American society.

Many times the United States government has altered its view on immigration. For the most part, the government's view has reflected that of society at that time. Each time society and the government's view changes a new policy of immigration is enacted to fit that view. Each change brings about different results.

Anchor Level 3-C

The response:

- Addresses all aspects of the task in a limited way, providing few details about immigration policies and actions (Chinese Exclusion Act; Immigration Act of 1965) and discussing the needs and attitudes of American society at the time
- Incorporates some information from documents 4, 5, and 7
- Incorporates some relevant outside information, but information is general rather than specific (cultural differences of Chinese led to immigration restrictions)
- Includes some facts, examples, and details, but discussion is mostly descriptive (Immigration Act of 1965 meant prejudice was not based on where you were born; relates the passage of the Immigration Act of 1965 to the results of the Quota Acts)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of immigration by repeating the historical context and concludes by simply repeating the theme

Conclusion: Overall, this response fits most of the criteria for Level 3. There are some strong conclusions, but details are not used to support them. Outside information is mentioned but not explained.

Over the years, American Government has changed the Immigration policy constantly to keep up with the need of the America people and attitude of the country. Many Acts were passed, they all do different things to affect the immigrants.

The first Act that ^{was} passed to limit the Chinese laborers was the Chinese Exclusion Act. ~~of~~ ~~the~~. During the period of Industrialization, many rail roads, buildings were built and the need of cheap labor was desperate, so America sent agents to Asia to hire a lot of laborers. Once the news spread, millions of Chinese flew into U-S which led to the passage of this Act. Nativist claim that Chinese are diluting pure American culture, and ~~they~~ Chinese except wages twice as low as the other workers, so the Exclusion Act excluded most of the new immigrants.

The National Origin Act limited most of the ^{and} Eastern European nations, Asians, ~~and~~ As economy breaks down in Eastern Europe, people immigrate to America for new hope, but there were too many people in U-S so the government passed another Act that will limit immigration further. The Golden door is shut and America doesn't seem like a new hope to these people.

A lot of policies were passed to limit immigration, after the passage of Immigration Act of 1965, immigration got easier, but not for some nations, especially communists nations. Now days America is a great melting pot as everyone

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

lives together, although not perfectly peaceful, but racial discrimination ~~decrease~~ decrease and so did the immigration.

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

- Attempts to address all aspects of the task by discussing immigration policies and actions in a limited way (Chinese Exclusion Act; National Origins Act; Immigration Act of 1965) and discussing the needs and attitudes of American society at the time
- Makes limited use of documents 1, 3, 4, 5, and 7
- Presents some relevant outside information (nativists; America as a great melting pot; shutting of America's golden door)
- Includes few facts, examples, and details, and contains some inaccuracies (millions of Chinese immigrated to the United States; Exclusion Act excluded most of the new immigrants)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of immigration by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Conclusion: Overall, the response fits most of the criteria for Level 2. Although some relevant outside information is included, it tends to be very general in nature. Limited use is made of the documents. Inaccurate conclusions are reached in several instances.

Immigration to the United States has been a very controversial issue. Many believe that no one should be allowed to come to the US, others believe that only those from certain countries can, and still others believe that anyone and everyone can. Immigration has affected the government and society of the US in many ways.

The Immigration Act of 1965 said that anyone with good skills and one that would contribute to the country's spirit may be allowed to enter the US. Before that, the only way you would or would not be allowed to enter depended on the country you're from. Lyndon B. Johnson, who signed the act, said that that was not a good policy. The Quota System changed the number of immigrants. The Emergency Quota Act (1924) decreased the number of immigrants coming from Northern and Western Europe, and Southern and Eastern Europe and Asia. The Sacco-Vanzetti Case brought about a lot of controversy. They were Italians who were convicted of murder and executed. The main reason, people say, was because they were Italian immigrants. Many believed that wasn't fair. But there were Acts passed that wanted to bring certain immigrants to the U.S.. The main reason was for labor. Because the immigrants didn't really understand US currency so bosses could pay them as little as they wanted for the same amount of work, or more.

Immigration affected society greatly. Many people didn't want immigrants to come, many did. But Congress and other branches of government passed laws accepting immigrants despite racial/moral issues.

Anchor Level 2-B

The response:

- Attempts to address some aspects of the task by discussing immigration policies and actions (Immigration Act of 1965; Emergency Quota Act) and mentioning the needs and attitudes of American society at the time
- Makes limited use of documents 1, 5, 6, and 7
- Presents no relevant outside information
- Includes few facts, examples, and details, and contains some inaccuracies (low wages were a result of the lack of understanding of United States currency by immigrants)
- Demonstrates a general plan of organization, beginning with the Immigration Act of 1965 and continuing with the Quota Acts
- Introduces the theme of immigration by establishing a framework that is beyond a simple restatement of the historical context and concludes by restating the introduction

Conclusion: Overall, the response fits most of the criteria for Level 2. Despite the analytical introduction and conclusion, the response is mainly a restatement of a few details from the contents of the documents. The lack of details, in some cases, leads to confused conclusions.

Throughout the history of the United States there have been many challenges concerning immigrants. Quotas were created ~~and broken~~ in attempts to keep immigrants out of the United States. Although these quotas aren't around today they really seemed to reflect the attitudes of the American people during the times that they were created.

A lot of the hatred was projected upon the Chinese during the late 1800's. The Chinese Exclusion Act was a quota that prevented ~~any~~ Chinese from entering the United States. ~~from~~ It was created due to the fact that Americans felt that they weren't getting the jobs that they wanted because the Chinese were working for less pay as stated in document 4. In order to get more American jobs this act was passed.

There were many quotas. For example, the Emergency Quota Act of 1921, the Emergency Quota Act of 1924, and the National Origins Act of 1929. ~~That limited the~~ ^{almost worked} These Quotas, like the Chinese Exclusion Act, in that they decreased the number of immigrants that could enter the United States.

To sum up, these quotas were a perfect example of how American could be so selfish in that ~~they~~ at one point they needed the immigrants for labor and then when the Americans needed and wanted to do the work they were quick in trying to get rid of them [immigrants].

Anchor Level 2-C

The response:

- Attempts to address some aspects of the task by discussing immigration policies and actions (Chinese Exclusion Act; Quota Acts) and mentioning the needs and attitudes of American society at the time
- Makes limited use of documents 1, 4, and 5
- Presents little relevant outside information (Americans not getting jobs because Chinese work for lower wages)
- Includes few facts, examples, and details
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of immigration by repeating the historical context and concludes by analyzing the motives behind the passage of the two acts that were discussed

Conclusion: Overall, the response best fits the criteria for Level 2. The discussion of the Chinese Exclusion Act is adequate, but the Quota Acts are minimally addressed, and an explanation of how these Acts reflected the needs and attitudes of the American people is not addressed at all. Outside information is minimal.

United States immigration policy has changed over time to reflect the needs and attitudes of the American people. One of these immigration policies was the Chinese Exclusion Act.

The Chinese Exclusion Act made it difficult for people from China to immigrate to the U.S. The government of the U.S. thought that the coming of Chinese laborers would endanger the order of some localities. The document stated that the laborers could only stay in the U.S. for 90 days to do some work and then they had to go back to China.

According to document #1 some people preferred to use Chinese workers. They are quiet, peaceable, patient, industrious, and economical. Because they are good workers they should stay and help with jobs that need a lot of man-power to finish. The trans continental railroad is a good example to back this idea up. Without Chinese workers the railroad would not have been finish in the time given by congress.

There are many different views on immigration. Without them we couldn't do many jobs, but sooner or later they will overpopulate the U.S.

Anchor Level 1-A

The response:

- Shows limited understanding of the task, attempting to discuss some aspects of the task (Chinese Exclusion Act)
- Makes some reference to documents 1 and 4
- Presents no relevant outside information
- Includes few relevant facts, details, and examples
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of immigration by repeating the historical context and concludes by expressing a generalized opinion

Conclusion: Overall, this response best fits the criteria for Level 1. The response merely summarizes the contents of the documents about Chinese workers and the Chinese Exclusion Act, just meeting the criteria of one policy and one action.

Immigration policies have changed greatly throughout the years. The government makes one policy and tens years later makes another on that's the total opposite than the one before.

The government made one policy that agreed to let Chinese immigrants into the U.S. They allowed them in because they were working on the railroad and doing a good job. Years later they passed a new policy that refused to let Chinese immigrants in. They did because they endanger the good order of certain localities within the territory.

They made a new treaty now. If you have to pass a simple and fair test. But, if you are illiterate, you will not pass it. Or, if you could get in based on your skills and close relationship to anyone already in the country.

Now, the immigration policy is open to any immigrants. Race, religion, etc. does not matter anymore.

Anchor Level 1-B

The response:

- Shows limited understanding of the task, attempting to discuss some aspects of the task (Chinese immigrants)
- Makes some references to documents 2, 4, and 7
- Presents no relevant outside information
- Includes few relevant facts, details, and examples with some inaccuracies (requirement of a test as part of the Immigration Act of 1965)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of immigration with generalizations that are not totally accurate and does the same with the conclusion

Conclusion: Overall, this response fits most of the criteria for Level 1. Some attempt is made to discuss immigration policies. While the discussion of the Chinese Exclusion Act is somewhat adequate, the discussion of the present immigration policy is a mix of accurate and inaccurate information.

Through the actions taken by the United States government it is evident and that the U.S. immigration policies and laws mirrored the thinking and feelings, as well as the needs of the dynamic American society. Throughout the late 19th century and the 20th century, actions of the U.S. government have reflected the economically and socially changing American society.

U.S. policies have greatly affected the immigration; they increased as well as suspended immigration. The late 19th century was a time of industrialization in the U.S. As industry bloomed, so did the demand for workers; and as competition grew, so did the demand for cheap labor. Document 1 reflects exactly that idea. Leland Stanford, President of C.P. Railroads in 1965, expressed that Chinese laborers were preferred and were crucial to the development of the railroad since they were quiet, more efficient, and accepting of lower wages.

Immigrants were attracted to the U.S. through exaggerated and sometimes false rumors about the "gold paved" streets of America. "Welcome to All", (document 2) is a good display of such beliefs encouraging immigration. Foreigners are crawling in the boat encouraged by the "free food & land, etc." banner on the boat.

As new technology arrived more manual labor was replaced by machinery. Due to competition American workers were being oppressed. American laborers & unions demanded a halt to immigrant workers who were accepting lower wages. Reflecting on the demand of the society, U.S. government passed

(document 4) legislation restricting the number of immigrants to the united states. An example of that is the Chinese exclusion Act of 1882 which suspended all Chinese immigration for ten years declaring the Chinese laborers as a danger to some local territories. Discrimination was not just against the Chinese, however, as evident by document 5 the quota acts severely reduced the number of immigrants from Europe as well, specially Eastern and Southern Europe.

In the mid 1900's the view of the American people towards immigration changed. Due to better equality of races, better working conditions & wages to the American workers and also due to more education & less ignorance, U.S. started welcoming immigrants. This encouragement of immigration, though, was based on the skills, talents, & relations of the immigrants rather than their place of birth. President Lyndon B. Johnson, in 1965, expressed this idea in the Immigration Act of 1965. He gave immigrants opportunities to migrate to the U.S. if they could contribute to the "growth, strength, and spirit" of the United States. (document 7)

American legislation, acts, and laws have reflected the public viewpoint of the times. Immigrants poured into the US in 1865, and were also welcomed in 1965; between these 100 years, the changing American society has encouraged, suppressed, as well as limited & increased immigration through government legislation affecting immigration.

Over time the United States' immigration policy has changed to reflect the needs & attitudes of the American people. Various factors contributed to changing the immigration ~~potray~~ policies.

According to document #2 there were no restrictions on immigration in 1882. That was a time when ~~there~~ a problem with immigration had not yet developed. When completing the transcontinental railroad Leland Stanford found that Chinese laborers did a good job & were content with receiving low wages.

In document #3 Rosa Cristoforo stated that men from America paid for their tickets to come to America. This was a time when cheap labor was a high demand. In 1882 limits were placed on Chinese immigrants. They were suspended from entering the U.S. It was stated that they were endangering the good order of certain localities. In 1921 the Emergency ~~for~~ quota act was passed. There were far too many people coming from Southern & Eastern Europe & Asia. After the quotas went into effect fewer people immigrated.

People weren't allowed in the U.S. because they were from certain places. Then w/ the Immigration Act of 1965 only people with skills could come no matter where they came from.

United States Immigration policy has changed over time to reflect the needs + attitude of American people. Two immigration policies were the Chinese exclusion act and the Immigration act of 1965.

The Chinese Exclusion act suspended allowing Chinese immigrants into the US. The US govt. felt that Chinese laborers would hurt the good order of localities. No Chinese laborers were allowed into the US from 90 days since the ~~constitution~~ passing of the bill, until ten years after it. This affected many lives in China as well as the US. Many dreams of Chinese were shattered, however, this provided jobs for US citizens.

United States immigration policy has changed over time to reflect the needs and attitudes of the American people. At times these policies were affected by economical needs, industrial needs, and even discrimination. In the later 1800's immigration policies were based on the need for laborers.

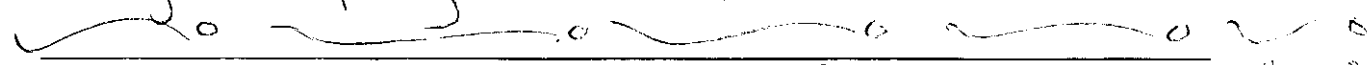
In the (later) 1800's immigration policies were based on the need for laborers. For example, in document 1, we can see that during the construction of the Trans-continental Railroads, a need for cheap, passive, and efficient laborers arised. So Chinese immigrants began entering to become these laborers. The U.S. seemed to welcome these Chinese laborers, until a couple of years later, when the American people and government felt that the Chinese were a danger. The Chinese were now thought of as a danger to the U.S. economically and socially. Economically, the people felt the Chinese would fill up slums and take up "their jobs". Socially, the Chinese culture was discriminated against. So then (as you can see in document 4) The Chinese Exclusion Act was passed. This act made it illegal,

for the Chinese to enter the U.S.

The Chinese weren't the only ones who were welcomed to the United States, later to be excluded. In document 2, we can see in this cartoon that the U.S. wanted to attract (with offers of freedom, land, education, etc) and welcomed immigrants of all kinds. But ~~to~~ when the "old" immigrants, began discriminating against the "new" immigrants, quota laws (restricting the number of immigrants allowed into the U.S.) were passed. The chart in document 5 shows how the number of immigrants drastically decrease, especially for Southern and Eastern Europe, and Asia, as quota laws were being passed. Another immigration policy influenced by discrimination.

Finally, with the Immigration Act of 1924, discrimination no longer influenced immigration policies. From document 7, we can see that now immigration would be based on a person's talents/skills, on how much they could contribute to the U.S., not on what country they were from.

After so many years, finally a "fair" immigration policy was in order. One that

6 
*old" immigrants were from Northern & Western Europe, while "new" immigrants were from Southern & Eastern Europe and Asia.

we still use today.

These are some examples and some documents ~~that~~ which show how immigration policies changed over time to reflect the needs or attitudes of the American people. ~~feeds~~ Economic needs, social needs, or discriminating attitudes. For many years unfair immigration policies were used. Policies that used people/immigrants only for cheap and efficient labor, or policies to help discriminate against a people. But thankfully today we have surpassed all this, and have fair and just immigration policies in the U.S.

The United States immigration policy has changed over time to reflect the needs and attitudes of the American people. There have been many laws and bills passed to set quotas and other requirements for immigration to the U.S. Many of these bills reflected the needs of the country at that particular time.

The first policy towards immigration was very lenient towards new settlers. Many were often encouraged to come to the U.S. because the country needed workers to help it grow + develop. Large corporations offered people money to come to the U.S. to work for them. This policy was most recognizable in the late 1800's during the industrialization period.

As time passed on and more and more people started to pour into the United States the government saw a need to place some sanctions on its open door immigration policy. Many Americans couldn't compete with the low wages that immigrants would work for. Poverty, crime + unemployment rose due to all the new people coming. These first few laws were mild and fractionally limited the amount of people that were allowed to come to the U.S.

When people weren't able to come to the U.S. because the quota laws had already been met but they had family here or were skilled workers, the government realized that some change was needed. They introduced new laws which exempted people from the quota laws if they had family here. People were not accepted

Now by where they were from, but rather what they could offer the country to help it grow. New laws such as the National Origins Act also reduced the number of people that were allowed to enter the U.S. especially from Asia. (doc 8)
(doc 4)

These three different types of immigration policy's show the attitudes and the feelings towards immigrants. The different courses of actions taken by the government illustrate the needs + the demands of the country at that particular period in time.

Practice Paper A—Score Level 5

The response:

- Thoroughly addresses all aspects of the task by discussing immigration policies and actions taken by the United States government that affected the immigration of people to the United States (open immigration; Chinese Exclusion Act; Quota Acts; Immigration Act of 1965) and by showing how these policies and actions reflected the needs and attitudes of American society at the time
- Incorporates accurate information from documents 1, 2, 4, 5, and 7
- Incorporates relevant outside information related to immigration policies and actions taken by the United States government (relationship between industrialization of the United States in the 1800s and immigration; rumors of gold-paved streets in America; discrimination against Chinese in California)
- Richly supports the theme of immigration with the use of relevant facts, examples, and details, and is more analytical than descriptive (competition in world markets led to increased demand of cheap labor; replacing manual labor with machines led to increased job competition and restrictive immigration laws; as Americans became better educated they became more tolerant toward immigrants)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme of immigration by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Conclusion: Overall, this response fits most of the criteria for Level 5. The introduction is strong because it shows how immigration policy mirrored the needs and attitudes of American society. This response demonstrates that some immigration policies led to increased immigration while other policies suspended immigration. Although the outside information is somewhat limited, sophisticated analysis and conclusions drawn from the documents give this response strength.

Practice Paper B—Score Level 2

The response:

- Attempts to address some aspects of the task by mentioning policies and actions (no restrictions on immigration in 1880; limits on the Chinese; Quota Acts) and mentioning the needs and attitudes of American society at the time
- Makes limited use of documents 1, 2, 3, 4, and 5 by restating the contents of the documents
- Presents no relevant outside information
- Includes few facts, examples, and details
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of immigration by repeating the historical context and lacks a conclusion

Conclusion: Overall, the response fits most of the criteria for Level 2. All aspects of the task are addressed, but the response contains few details. When the documents are referred to, only general statements are made.

Practice Paper C—Score Level 1

The response:

- Shows limited understanding of the task, attempting to discuss some aspects of the task (Chinese Exclusion Act)
- Makes some reference to document 4 and mentions document 7
- Presents no relevant outside information
- Includes few relevant facts, details, and examples
- Is a poorly organized essay
- Introduces the theme of immigration by repeating the historical context and lacks a formal conclusion

Conclusion: Overall, this response fits most of the criteria for Level 1. The response attempts to address the task by using some information about the Chinese Exclusion Act. The Immigration Act of 1965 is mentioned in the introduction but is not addressed again. The conclusion appears to be the last sentence.

Practice Paper D—Score Level 4

The response:

- Addresses all aspects of the task by discussing immigration policies and actions taken by the United States government that affected the immigration of people to the United States (Chinese Exclusion Act; Quota Acts; need for laborers) and by showing how these policies and actions reflected the needs and attitudes of American society at the time
- Incorporates accurate information from documents 1, 2, 4, 5, and 7
- Incorporates relevant outside information (“old” immigrants vs. “new” immigrants; Chinese a danger both economically and socially)
- Includes relevant facts, examples, and details, but the discussion is more descriptive than analytical (differences between “old” and “new” immigrants are not discussed, mentions but does not explain why the Chinese were socially discriminated against)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme of immigration by establishing a framework that is beyond a simple restatement of the historical context and uses the conclusion to evaluate the justice of changing immigration policies

Conclusion: Overall, this response fits most of the criteria for Level 4. The response addresses all aspects of the task, but the discussion could be more analytical and include more specific and relevant outside information. Although much of the information is summarized from the documents, the conclusions about the changes in immigration policy strengthen what would otherwise be a Level 3 response.

Practice Paper E—Score Level 3

The response:

- Addresses all aspects of the task in a limited way, providing few details about immigration policies and actions (open-door immigration policy; restrictive immigration policy) and discussing the needs and attitudes of American society at the time
- Incorporates some information from documents 1, 2, 3, 4, 5, and 7
- Incorporates some relevant outside information (poverty, crime, and unemployment rose as a result of immigration; industrialization)
- Includes some facts, examples, and details, but discussion is mostly descriptive and not analytical (corporations offered people money to come to the United States to work for them)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of immigration by repeating the historical context and concludes by simply repeating the theme

Conclusion: Overall, this response best fits the criteria for Level 3. Outside information is general and not supported by specific details. The explanation of the change in immigration policy is good, but the lack of specific examples detracts from the overall quality.

United States History and Government Specifications Grid

Part I Multiple Choice Questions by Unit and Standard

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