

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

UNITED STATES HISTORY AND GOVERNMENT

Thursday, August 16, 2001 — 12:30 to 3:30 p.m., only

Student Name _____

School Name _____

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

This examination has three parts. You are to answer **all** questions in all parts. Use black or dark-blue ink to write your answers.

Part I contains 50 multiple-choice questions. Record your answers to these questions on the separate answer sheet.

Part II contains one thematic essay question. Write your answer to this question in the essay booklet, beginning on page 1.

Part III is based on several documents:

Part III A contains the documents. Each document is followed by one or more question(s). In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

Part III B contains one essay question based on the documents. Write your answer to this question in the essay booklet, beginning on page 7.

When you have completed the examination, you must sign the statement printed on the Part I answer sheet, indicating that you had no unlawful knowledge of the questions or answers prior to the examination and that you have neither given nor received assistance in answering any of the questions during the examination. Your answer sheet cannot be accepted if you fail to sign this declaration.

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

Part I

Answer all questions in this part.

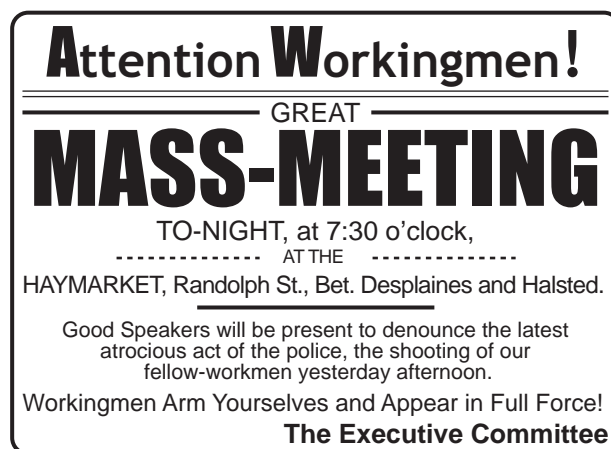
Directions (1–50): For each statement or question, write on the separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

- | | |
|---|--|
| <p>1 The best source of information for identifying the location of the major mountain ranges in the United States is</p> <p>(1) an encyclopedia (3) an atlas
(2) an almanac (4) a dictionary</p> <p>2 The Mayflower Compact is important to the concept of a democratic society because it represents</p> <p>(1) an effort by the colonists to use force to resist the King
(2) a clear step toward self-government
(3) an early attempt to establish universal suffrage
(4) an attempt by the colonists to establish freedom of religion</p> <p>3 The Declaration of Independence was based on the ideas of the</p> <p>(1) Enlightenment (3) Renaissance
(2) Romantic Era (4) Age of Exploration</p> <p>4 What was an important accomplishment of the central government under the Articles of Confederation?</p> <p>(1) elimination of debts from the Revolutionary War
(2) removal of all British troops from North America
(3) formation of a national policy relating to Native American Indians
(4) development of guidelines for the admission of new states into the Union</p> <p>5 Which feature of the unwritten constitution is part of the system of checks and balances?</p> <p>(1) the cabinet (3) political parties
(2) judicial review (4) legislative lobbies</p> | <p>6 Delegates to the Constitutional Convention of 1787 agreed to the Three-Fifths Compromise as a solution to the problem of how to determine the</p> <p>(1) number of representatives in the House from each state
(2) qualifications of Supreme Court justices
(3) tariff rates on exports
(4) length of the president's term</p> <p>7 Soon after the Constitution of the United States was ratified, the first ten amendments were added because many citizens felt the need for</p> <p>(1) strengthening the power of the federal courts
(2) ensuring the division of powers between the state and federal governments
(3) establishing a national bank
(4) protecting their liberties from abuses by the federal government</p> <p>8 When President Thomas Jefferson acquired the Louisiana Territory from France, he demonstrated that he had modified his belief that</p> <p>(1) the Constitution should be strictly interpreted
(2) the federal government should limit individual rights
(3) adding territory would lead to regional rivalries
(4) commercial development was the main goal of the federal government</p> <p>9 In which section of early 19th-century America was the plantation system an important feature?</p> <p>(1) New England
(2) the Middle Atlantic states
(3) the South
(4) the West</p> |
|---|--|

- 10 During the early 1800s, the United States placed few restrictions on immigration because
- (1) the Constitution did not allow restrictions
 - (2) labor unions welcomed the new workers
 - (3) southern landowners needed additional workers
 - (4) the industrial economy was creating new jobs
- 11 The Seneca Falls Convention of 1848 was primarily concerned with
- (1) carrying out Reconstruction in the South
 - (2) limiting immigration to the United States
 - (3) bringing about equal rights for women
 - (4) promoting the settlement of western territories
- 12 The purpose of the Homestead Act of 1862, which provided free federal land, was to
- (1) encourage settlement of the West
 - (2) set up reservations for Native American Indians
 - (3) establish land-grant agricultural colleges
 - (4) assist in the construction of transcontinental railroads
- 13 Before the Civil War, the principle of popular sovereignty was proposed as a means of
- (1) allowing states to secede from the Union
 - (2) permitting voters to nullify federal laws
 - (3) deciding the legalization of slavery in a new state
 - (4) overturning unpopular decisions of the Supreme Court
- 14 “No state shall make or enforce any law which shall abridge the privileges . . . of citizens . . . nor shall any state deprive any person of life, liberty, or property, without due process of law. . . .”
- The major purpose of these provisions of the 14th Amendment was to
- (1) limit the power of the federal government
 - (2) expand the civil rights of women
 - (3) maintain competition in business
 - (4) protect the rights of African Americans

- 15 Booker T. Washington stated that the best way for formerly enslaved persons to advance themselves in American society was to
- (1) leave their farms in the South and move to the North
 - (2) run for political office
 - (3) pursue economic gains through vocational training
 - (4) form a separate political party
- 16 The Jim Crow laws, upheld by the Supreme Court in *Plessy v. Ferguson* (1896), provided for
- (1) free land for former slaves
 - (2) separate public facilities based on race
 - (3) racial integration of public schools
 - (4) voting rights for African-American males

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



- 17 The main purpose of this 1886 poster was to
- (1) oppose immigrants who took jobs from American workers
 - (2) support nativist calls for limitations on labor unions
 - (3) organize a protest against acts of police brutality against workers
 - (4) show support for police actions against foreign revolutionaries

- 18 During the second half of the 19th century, government commitment to the principles of laissez-faire capitalism contributed to
- (1) healthy and positive competition between businesses
 - (2) the growth of small business firms
 - (3) friendly working relationships between labor and management
 - (4) economic domination by business trusts
- 19 In the late 19th century, owners of big businesses generally embraced Social Darwinism because it reinforced their belief that
- (1) economic success demonstrates fitness to lead
 - (2) business monopolies are contrary to the social order
 - (3) all wealth should be returned to society
 - (4) economic competition should be regulated
- 20 Between 1890 and 1915, the majority of immigrants to the United States were labeled “new immigrants” because they were
- (1) considered physically and mentally superior to earlier immigrants
 - (2) forced to settle in the cities of the Midwest
 - (3) from China, Japan, and other Asian countries
 - (4) culturally different from most earlier immigrants
- 21 Lincoln Steffens and Jane Addams are best known for
- (1) attempting to ease the problems of the urban poor
 - (2) fighting for temperance and Prohibition
 - (3) leading political movements on behalf of the Populist Party
 - (4) promoting the interests of organized labor
- 22 The chief reason the United States built the Panama Canal was to
- (1) close the Western Hemisphere to new European colonization
 - (2) reduce travel time for commercial and military shipping
 - (3) promote an isolationist foreign policy
 - (4) prevent the spread of communism
- 23 The Clayton Antitrust Act was passed to
- (1) restore business competition
 - (2) end stock market speculation
 - (3) prosecute corrupt labor unions
 - (4) break up city political party machines
- 24 President Woodrow Wilson’s statement “The world must be made safe for democracy” was made to justify his decision to
- (1) end United States imperialism in Latin America
 - (2) support tariff reform
 - (3) send troops into Mexico to capture Pancho Villa
 - (4) ask Congress to declare war against Germany
- 25 President Woodrow Wilson’s Fourteen Points were based on the belief that
- (1) military strength is a nation’s best path to world peace
 - (2) isolationism should guide international relations
 - (3) the principle of self-determination should be applied to people of all nations
 - (4) industrial nations should have equal access to colonial possessions
- 26 A result of the Harlem Renaissance of the 1920s was the
- (1) restoration of buildings and the infrastructure in New York City
 - (2) increased recognition of African-American writers and musicians
 - (3) end of racial segregation laws in New York State
 - (4) appointment of several African Americans as presidential advisors
- 27 Which situation was a basic cause of the Great Depression?
- (1) continued increases in wages for workers
 - (2) excessive profits for farmers
 - (3) overregulation of the stock market
 - (4) overproduction of consumer goods

28 In the 1930s, one factor that accounted for the westward migration of farmers from the Great Plains was

- (1) high farm prices (3) the Dust Bowl
- (2) new technologies (4) the baby boom

Base your answers to questions 29 and 30 on the cartoon below and on your knowledge of social studies.



Source: Friedman and Peck, *Between Two Wars*, Scholastic Book Series

29 To try to correct the problem shown in the cartoon, President Franklin D. Roosevelt proposed

- (1) increasing the number of justices on the Supreme Court
- (2) raising the salaries of federal judges
- (3) reducing the Supreme Court's use of judicial review
- (4) exercising his veto power over Supreme Court decisions

30 President Roosevelt's attempt to correct the problem shown in the cartoon resulted in

- (1) the quick end of New Deal reforms
- (2) resignations of several federal judges
- (3) congressional rejection of the president's proposal
- (4) a decrease in the authority of the Supreme Court

31 During the first three decades of the twentieth century, what was the main reason many African Americans left the South?

- (1) The Dawes Act made free land available in the West.
- (2) More factory jobs were available in the North.
- (3) Many white landowners refused to accept them as sharecroppers.
- (4) Racial discrimination did not occur in states outside the South.

32 Which statement identifies a change in American society during World War II?

- (1) Economic opportunities for women increased.
- (2) Government regulation of the economy decreased.
- (3) The Great Depression worsened.
- (4) Racial tensions were eliminated.

33 After World War II, the Marshall Plan was proposed as a way to

- (1) improve diplomatic relations with the Soviet Union
- (2) help European nations recover economically
- (3) remove nuclear weapons from Western Europe
- (4) bring Nazi war criminals to justice

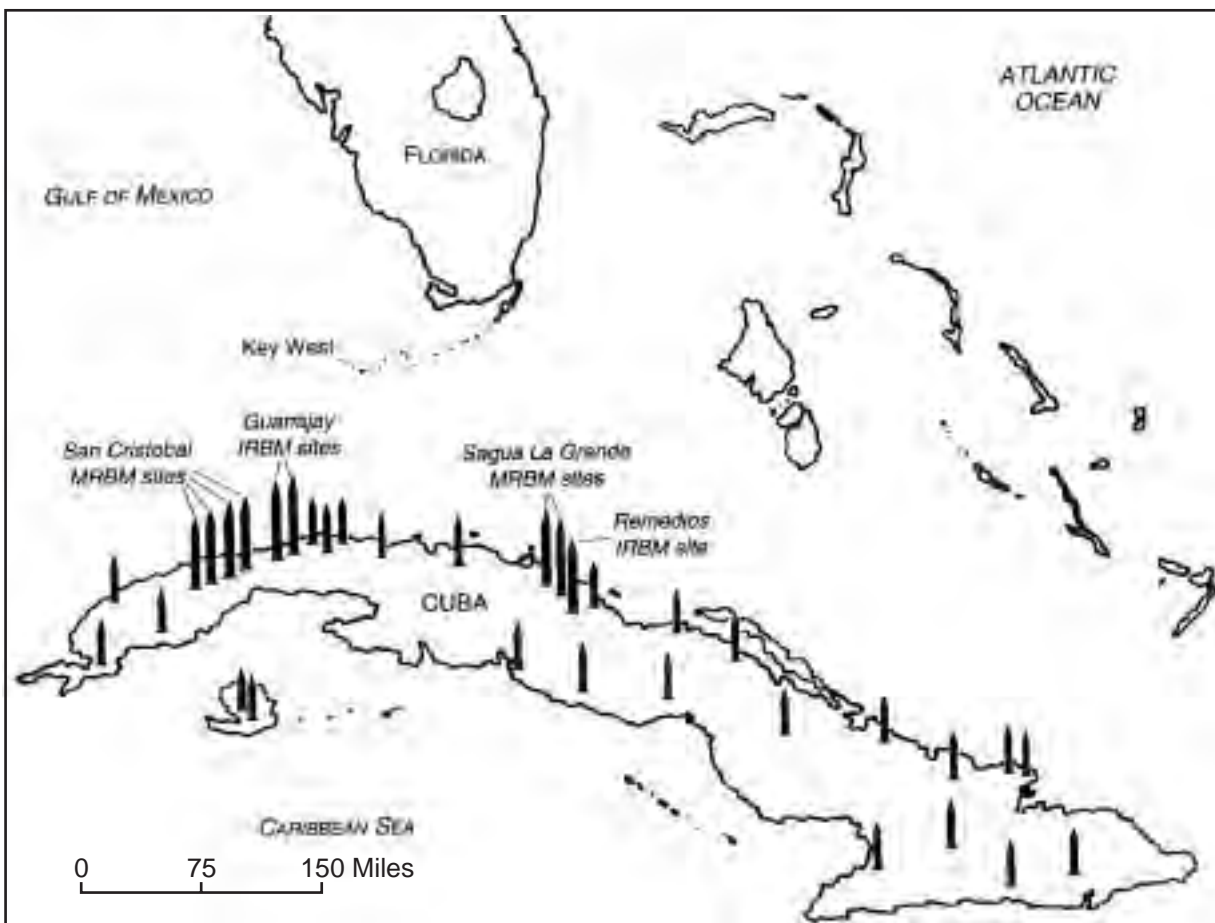
34 President Harry Truman supported a containment policy after World War II in an attempt to

- (1) limit the use of atomic bombs and other nuclear weapons
- (2) end colonialism in Africa and Asia
- (3) bring German and Japanese war criminals to justice
- (4) reduce the influence of the Soviet Union in European countries

35 Which action occurred for the first time in the early 1950s during the Korean War?

- (1) United States and Soviet troops fought on the same side.
- (2) The United Nations used military force against an aggressor nation.
- (3) A president was impeached for abusing his power as commander in chief.
- (4) United States troops fought in Asia.

Base your answers to questions 36 and 37 on the map below and on your knowledge of social studies.



Source: *America: Pathways to the Present*, Prentice Hall (not to scale)

36 President John F. Kennedy attempted to deal with the situation shown on the map by

- (1) bombing all the missile sites simultaneously
- (2) imposing a naval blockade to isolate Cuba from the Soviet Union
- (3) allowing the Soviet Union to keep some missiles in Cuba if the remainder were removed
- (4) landing an invasion force on the Cuban mainland

37 What was the main reason for President Kennedy's action toward Cuba?

- (1) Cuba is located close to the United States.
- (2) The United States needed to protect business investments in Cuba.
- (3) The cost of building missile defense bases in Florida was high.
- (4) Cuba threatened to seize United States merchant ships in the Caribbean.

38 Cesar Chavez created the United Farm Workers Organization Committee (UFWOC) in 1966 primarily to

- (1) secure voting rights for Mexican Americans
- (2) improve working conditions for migrant laborers
- (3) provide legal assistance to illegal aliens
- (4) increase farm income

39 Which action was a common objective of President Franklin D. Roosevelt's New Deal and President Lyndon B. Johnson's Great Society?

- (1) eliminating nuclear weapons
- (2) helping those living in poverty
- (3) lowering barriers to immigration
- (4) breaking up business monopolies

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

African-American Voter Registration

State	Years	
	1960	1966
Alabama	66,000	250,000
Mississippi	22,000	175,000
N. Carolina	210,000	282,000
S. Carolina	58,000	191,000
Tennessee	185,000	225,000

- 40 The changes shown in the chart were most directly the result of the
- (1) enactment of voting-reform laws by these southern states
 - (2) Supreme Court decision in *Brown v. Board of Education*
 - (3) passage of the Voting Rights Act of 1965
 - (4) executive branch's resistance to protecting the civil rights of minorities
-
- 41 The War Powers Act was passed at the end of the Vietnam War to limit the president's power to
- (1) draft citizens in peacetime
 - (2) send troops into military combat
 - (3) negotiate peace treaties
 - (4) ask Congress to declare war
-
- 42 Which presidential policy was promoted by the geographic isolation of the United States from Europe?
- (1) George Washington's Proclamation of Neutrality
 - (2) Thomas Jefferson's support for low tariffs
 - (3) Andrew Jackson's Native American Indian removal efforts
 - (4) Abraham Lincoln's opposition to the spread of slavery

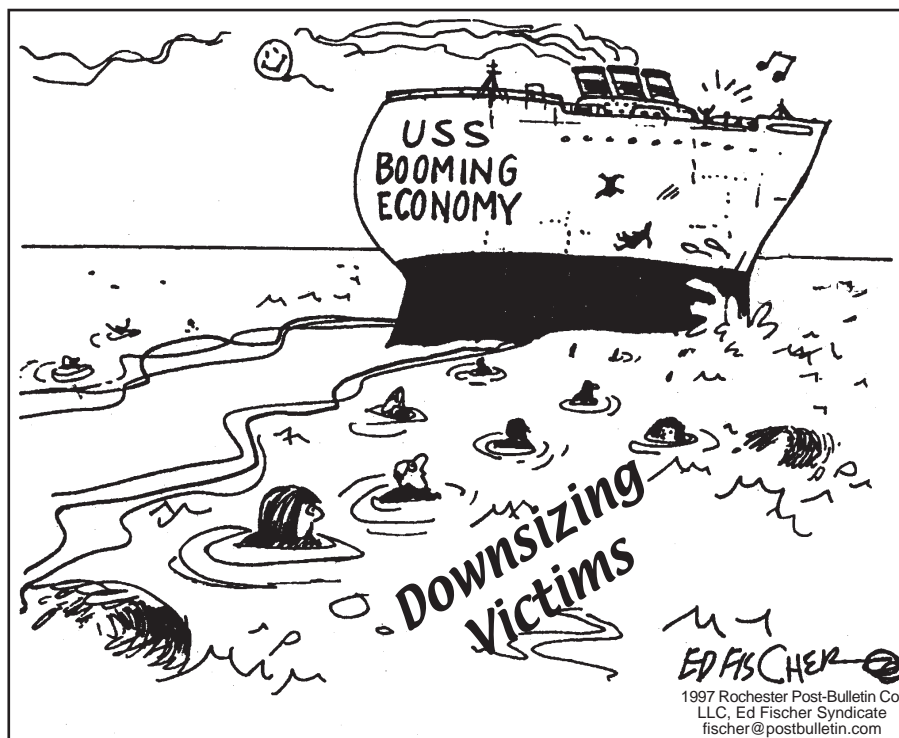
Base your answer to question 43 on the cartoon below and on your knowledge of social studies.



Source: Kevin Siers, *The Charlotte Observer* (adapted)

- 43 The main idea of this cartoon is that the elimination of affirmative action programs on some college campuses has
- (1) improved race relations
 - (2) caused friction among white students
 - (3) reduced the number of minority students
 - (4) led to rapid increases in enrollment
-
- 44 Which expression most accurately illustrates the concept of nativism?
- (1) "Help Wanted — Irish Need Not Apply"
 - (2) "Go West, young man."
 - (3) "America — first in war and peace"
 - (4) "The only thing we have to fear, is fear itself."
-
- 45 Over the past twenty years, an objective of United States immigration policy has been to
- (1) reduce the number of illegal immigrants
 - (2) keep out immigrants from former communist nations
 - (3) return to an open immigration policy
 - (4) encourage emigration from Western Europe

Base your answer to question 46 on the cartoon below and on your knowledge of social studies.



Source: Ed Fischer, Rochester Post-Bulletin Co. (adapted)

46 What is the main idea of this 1997 cartoon?

- (1) Investors believe the stock market may crash in the near future.
- (2) Illegal aliens are trying to come to the United States in record numbers.
- (3) Workers still suffer from dangerous conditions on the job.
- (4) Workers are being laid off to keep corporate profits high.

47 “. . . the American continents, by the free and independent condition which they have assumed and maintain, are henceforth not to be considered as subjects for future colonization by any European powers. . . .”

— President James Monroe, 1823

Which President later built on the idea expressed in this quotation?

- | | |
|------------------------|-------------------|
| (1) Abraham Lincoln | (3) Harry Truman |
| (2) Theodore Roosevelt | (4) Richard Nixon |

48 The demand for German war reparations by the European Allies helps to explain the failure of the peace settlement following

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

49 The Federal Reserve System attempts to manage the United States economy by

- (1) setting tariff rates
- (2) raising or lowering income taxes
- (3) insuring bank accounts
- (4) regulating interest rates

50 One way in which the Red Scare of the 1920s and McCarthyism of the 1950s were similar is that both

- (1) jeopardized the rights of individuals suspected of un-American activity
- (2) occurred during times of economic depression
- (3) addressed the issue of increased government bureaucracy after a world war
- (4) led to the imprisonment of ethnic minorities during wartime

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) **describe** means “to illustrate something in words or tell about it”
- (c) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”

Part II

THEMATIC ESSAY QUESTION

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

Theme: The Constitution and Change

The United States Constitution not only provides a basic framework of government, but also allows for the flexibility to adapt to changes over time.

Task:

- Identify *two* basic constitutional principles and discuss how each principle allows the government to adapt to changes in the United States
- For *each* constitutional principle you discuss, describe a specific historical circumstance when the principle was used to meet the changing needs of American political, social, *or* economic life

You may use any constitutional principle from your study of United States history. Some suggestions you might wish to consider include: the amendment process, the elastic clause, judicial review, equality, civil liberties, presidential power in foreign affairs, and presidential power during wartime.

You are *not* limited to these suggestions.

NAME _____

SCHOOL _____

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1–8). This question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account both the source of each document and any point of view that may be presented in the document.

Historical Context:

The Progressive movement that began in the late 1800s was an attempt to bring about governmental reforms and to correct injustices in American life.

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 specific problems or injustices that were present in American life during the late 1800s and early 1900s
- Explain how reforms proposed during the Progressive Era attempted to address these problems

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

“Lodgers in a Bayard Street Tenement”



Source: photo by Jacob Riis, 1890

1 State *two* conditions that Jacob Riis' photograph shows about life in cities in the late 1800s. [2]

(1) _____

Score

(2) _____

Score

Document 2

With one member trimming beef in a cannery, and another working in a sausage factory, the family had a first-hand knowledge of the great majority of Packingtown swindles. For it was the custom, as they found, whenever meat was so spoiled that it could not be used for anything else, either to can it or else chop it up into sausage. With what had been told them by Jonas, who had worked in the pickle rooms, they could now study the whole of the spoiled meat industry on the inside, and read a new and grim meaning into that old Packingtown jest — that they use everything of the pig except the squeal.

— Upton Sinclair, *The Jungle* (1906)

- 2 Identify *one* industrial abuse that is described in this passage from *The Jungle*. [2]

Score

Document 3

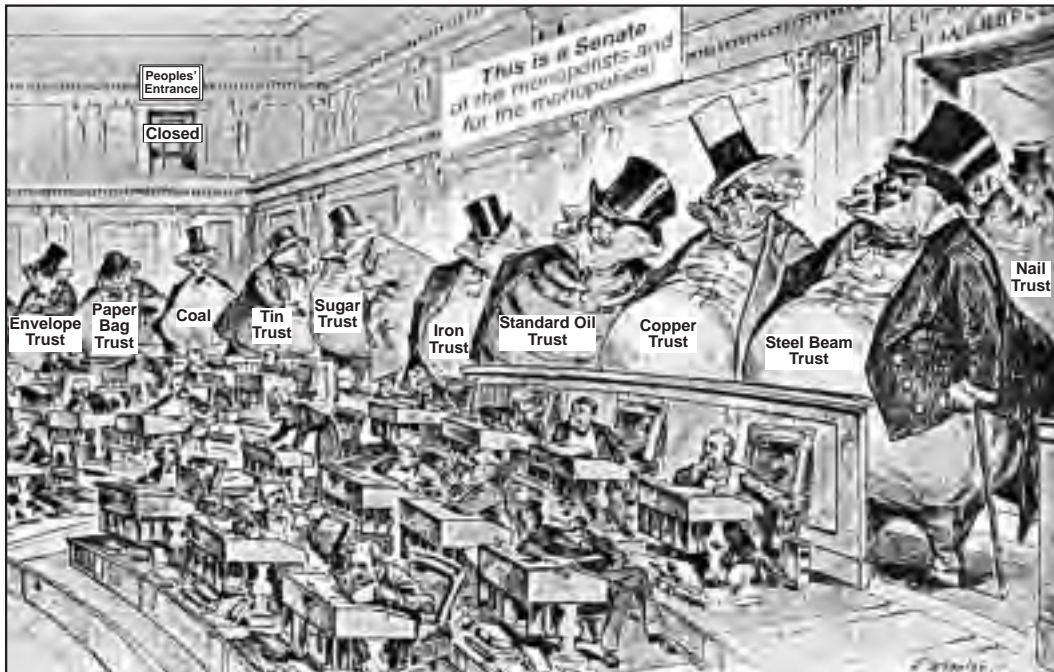
Date	Percentage of Children Between the Ages of 10 and 15 Who Worked
1890	18.1
1900	18.2
1910	15.0
1920	11.3

- 3 According to the chart, how did the percentage of working children between the ages of 10 and 15 change from 1890 to 1920? [1]

Score

Document 4

Bosses of the Senate



Source: Joseph J. Keppler, 1890, (adapted)

4 According to the cartoon, who were the “Bosses of the Senate”? [2]

Score

Document 5

Our laws should be so drawn as to protect and encourage corporations which do their honest duty by the public and discriminate sharply against [regulate] those organized in the spirit of mere greed, for improper speculative purpose.

— Theodore Roosevelt (1900)

- 5 What did Theodore Roosevelt say should be done to corporations that operate with little or no consideration for the public good? [2]

Score

Document 6

We propose . . . “effective legislation to prevent industrial accidents, occupational diseases, overwork, and unemployment . . . to fix minimum standards of health and safety in industry . . . and to provide a living wage throughout industry. . . .”

— Progressive Party platform (1912)

- 6 State *two* reforms that were proposed in the Progressive Party platform of 1912. [2]

(1)

Score

(2)

Score

Document 7

The Senate of the United States shall be composed of two senators from each state, chosen by the legislature thereof, for six years; and each senator shall have one vote.

—United States Constitution (1787)

The Senate of the United States shall be composed of two senators from each state, elected by the people thereof, for six years; and each senator shall have one vote.

— 17th Amendment to the United States Constitution (1913)

7 How did the 17th Amendment make the selection of United States senators more democratic? [2]

Score

Document 8

The preamble of the Federal Constitution says: “We, the people of the United States. . . .” It was we, the people; not we, the white male citizens; nor yet we, the male citizens; but we, the whole people, who formed the Union. And we formed it, not to give the blessings of liberty, but to secure them; not to the half of ourselves and the half of our posterity, but to the whole people — women as well as men.”

— Susan B. Anthony

8 What argument was used by Susan B. Anthony to support the demand that women be given the right to vote? [2]

Score

Part B

Essay

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

Historical Context:

The Progressive movement that began in the late 1800s was an attempt to bring about governmental reforms and to correct injustices in American life.

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

- Discuss specific problems or injustices that were present in American life during the late 1800s and early 1900s
- Explain how reforms proposed during the Progressive Era attempted to address these problems

Guidelines:

In your essay, be sure to:

- Address all aspects of the *Task* by accurately analyzing and interpreting at least **five** documents
- Incorporate information from the documents
- 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, August 16, 2001 — 12:30 to 3:30 p.m., only

ANSWER SHEET

☐ Male
☐ Female

Student Sex:
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	<div></div>
Part II Essay Score	_____
Part III B Essay Score	_____
Total Essay Score	<div></div>
Final Score (obtained from conversion chart)	<div></div>

Part I

- | | |
|---------|---------|
| 1..... | 26..... |
| 2..... | 27..... |
| 3..... | 28..... |
| 4..... | 29..... |
| 5..... | 30..... |
| 6..... | 31..... |
| 7..... | 32..... |
| 8..... | 33..... |
| 9..... | 34..... |
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| 20..... | 45..... |
| 21..... | 46..... |
| 22..... | 47..... |
| 23..... | 48..... |
| 24..... | 49..... |
| 25..... | 50..... |

No.
Right

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

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

Signature

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Thursday, August 16, 2001 — 12:30 to 3:30 p.m., only

SCORING KEY AND RATING GUIDE

Mechanics of Rating

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

Scoring the Part I Multiple-Choice Questions

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

Contents of the Rating Guide

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

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

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

- A question-specific rubric

United States History and Government

August 16, 2001

Part I

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

Cut Here

Cut Here

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The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

Rating the Essay Questions

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

Rating the Scaffold (open-ended) Questions

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

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

United States History and Government
Content-Specific Rubric
Thematic Essay—August 2001

Score of 5:

- Shows a thorough understanding of two specific constitutional principles and shows how these constitutional principles allow flexibility for the government to adapt to political, social, or economic changes over time in the United States
- Thoroughly addresses all aspects of the task evenly and in depth by identifying **two** constitutional principles, discussing how each principle allows the government to adapt to changes in the United States and describing a specific historical circumstance when the principle was used to meet the changing needs of American political, social, or economic life
- Shows an ability to analyze constitutional principles by including evaluative comments throughout the essay that go beyond stating or describing accurate facts
- Richly supports the theme of constitutional flexibility with relevant facts, examples, and details concerning constitutional principles and historical application of these principles (More than one amendment, case, or example may be used to describe a specific historical circumstance.)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme of constitutional flexibility to adapt to changes in the United States over time 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 two specific constitutional principles and shows how these constitutional principles allow flexibility for the government to adapt to political, social, or economic changes over time in the United States
- Addresses all aspects of the task by identifying **two** constitutional principles, discussing how each principle allows the government to adapt to changes in the United States and describing a specific historical circumstance when the principle was used to meet the changing needs of American political, social, or economic life
- Shows an ability to analyze constitutional principles by including some comments of an evaluative nature
- Incorporates relevant facts, examples, and details about constitutional principles and their applications to meet changing needs, but may not support all aspects of the task evenly
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme of constitutional flexibility to adapt to changes in the United States over time 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 two specific constitutional principles and makes a serious attempt to show how these constitutional principles allow flexibility for the government to adapt to political, social, or economic changes over time in the United States
- Addresses most aspects of the task or addresses all aspects in a limited way
- Shows an ability to analyze constitutional principles, including a few comments of an evaluative nature, but not in any depth
- Incorporates some facts, examples, and details about specific constitutional principles, but may contain a few minor errors and may not support all aspects of the task evenly
- Is a satisfactorily developed essay, demonstrating a clear plan of organization and a logical presentation of facts and examples
- Introduces the theme of constitutional flexibility to adapt to changes in the United States over time by repeating the task and concludes by simply repeating the theme

Score of 2:

- Shows a limited understanding of constitutional principles, making some attempt to discuss how constitutional principles provide for flexibility in government
- Attempts to address some aspects of the task, but fails to do so by discussing *only one* constitutional principle *or* by discussing two different constitutional principles, but not completing all required aspects of the task
- Develops a faulty analysis of a constitutional principle or principles or a faulty analysis of flexibility in government
- Includes few facts, examples, and details, may include inaccurate information, and tends to mention constitutional principles and historical application rather than discuss or explain them
- Is a poorly organized essay, lacking focus and not making clear what aspect of the task is being discussed, or may include examples not related to the task
- Fails to introduce or summarize the theme of constitutional flexibility to adapt to changes in the United States over time or might not refer to the theme in these elements

Score of 1:

- Shows a very limited understanding of constitutional principles
- Lacks an analysis of constitutional principles and their application
- Includes few or no accurate or relevant facts, examples, or details
- Makes little effort to address the task and demonstrates a major weakness in organization
- Fails to introduce or summarize the theme of constitutional flexibility to adapt to changes in the United States over time or might not refer to the theme in these elements

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

The United States Constitution not only provides a basic framework of government, but also allows for the flexibility to adapt to changes overtime. Two of these Court principles, judicial review and the amendment process, have allowed our gov't to flex the laws of the constitution.

Judicial review is the Supreme Court's ability to review laws passed by congress to check if the laws are constitutional. Judicial Review was started by John Marshall in the Marbury vs. Madison case where Marshall declared part of the Judiciary Act unconstitutional. Judicial Review can let the Court qualify laws according to the nation's welfare - a vehicle for the constitution to adapt to changes in the U.S. One such example of judicial review was the Schenck vs. US case of 1919. Charles Schenck, secretary of the Socialist party was arrested - due to the Sedition Act - for handing out flyers protesting the draft (WWI) as slavery - a violation of the 13th am. Schenck soon challenged his jailing, citing the Sedition Act was a violation of the 1st am. right to free speech. The SC disagreed, Judge Holmes set up a test - "clear & present danger" - telling that a person's civil liberties could be violated in case of the US' imminent endangerment from outside forces. Thus, the Constitution was flexed by judicial review according to the US' situation. The Amending process is congress, or the states' right to add pictures to the

Constitution. Congress can pass an amendment by a $\frac{2}{3}$ rd's vote of each house, and the approval of $\frac{3}{4}$ of the states. This allows the Constitution to change whenever there is enough support, or need for an amendment \Rightarrow changing US law. One such case was the poll tax (24th) Amendment. African American in the South were receiving unfair treatment by whites. Jim Crow laws segregated the South, and grandfather clauses, literacy tests, and poll taxes kept Blacks from voting. In the midst of rising protest by the Afr. Amos in response to their conditions, the Congress passed the 24th Amendment banning poll taxes. This, along with the Voting Rights Act of 65, allowed blacks to be enfranchised—giving them the power to change their conditions in the South. Thus, the Amendment process helped fix the US Constitution to meet the changing needs of American social life.

In conclusion, the US Court is a document allowing change to 'catch up' with modern American life.

Anchor Level 5-A

The response:

- Shows a thorough understanding of two specific constitutional principles (judicial review and the amendment process) and demonstrates how these two constitutional principles have allowed flexibility for the government to adapt to political, social, and economic changes over time in the United States
- Addresses all aspects of the task, identifying two different constitutional principles and describing a specific historical example to illustrate constitutional flexibility
- Shows an ability to analyze constitutional principles, demonstrating complete understanding of the principle of judicial review (more than simply declaring a law unconstitutional) and goes beyond merely stating or describing accurate facts (the 13th amendment was involved in *Schenck v. United States*).
- Richly supports the theme of constitutional flexibility with relevant facts, examples and details, using terms such as Jim Crow laws, literacy tests, and grandfather clauses, and mentioning the Voting Rights Act of 1965
- Is a well-developed essay that addresses each of the two constitutional issues separately and fully
- Contains both an introduction and conclusion that are basic restatements of the theme of constitutional flexibility

Conclusion: Overall, this response best fits the criteria for Level 5. Although the introduction and conclusion are not the quality expected at Level 5, the use of many details and facts and the level of analysis are clearly characteristic of this level.

Anchor Paper – Thematic Essay—Level 5 – B

The United States Constitution not only provides a basic framework of government, but also allows for the flexibility to adapt to changes over time. To do this certain constitutional principles must be enforced. Two of these constitutional principles are the amending process, and judicial review.

The framers of the Constitution decided to make an amending process. This would allow for the Constitution to adapt to changing conditions in American society. To pass an amendment you need to get two-thirds of the votes in the Senate, two-thirds of the votes in the House, and three-fourths of the states must ratify it. One such amendment was Prohibition. During the early 1900's, some men would work, and go to a bar each day to cash their paychecks. They would spend most of their money on alcohol. These men would then go home and ~~molest~~ sometimes mistreat their wives and children. Health, crime and safety in the work place were also concerns. This was hurting the society both socially, and economically. The men were using their money to purchase alcohol, and therefore, couldn't spend it on the things their family needed. This led to economic debt. So, during the early 1900's congress passed the 18th amendment, banning the buying, selling, and consuming of alcohol. People felt that with no alcohol ^{around} ~~around~~ the social and economic life of the country might improve, the economy would get better. This shows how the amending process can help shape the Constitution in changing times (Prohibition was eventually repealed with the 21st amendment).

Judicial Review is part of the unwritten constitution. No where in the Constitution does there actually say what judicial review is. Judicial Review gives the Supreme Court the final

Anchor Paper – Thematic Essay—Level 5 – B

interpretation of the Constitution. That means the Supreme Court can overturn any decision made by Congress or the president. Judicial Review was formed as a result of the case Marbury vs. Madison. John Adams, a Federalist, was leaving office, and Thomas Jefferson, a Democrat Republican, was coming in. Adams didn't want his followers to ~~lose~~ ^{lose} control of both the executive and legislative branches, so he appointed "midnight justices" his last night in office. The next day Jefferson ordered his Secretary of State James Madison not to deliver the appointments. Marbury was one such appointment. The case was brought to the Supreme Court. The court ruled that section of the Judiciary Act of 1789 which would have forced ~~the appointments~~ ~~was~~ ~~unconstitutional~~ Madison to deliver the appointments, was unconstitutional. The importance of the case was that judicial review was used, and the Supreme Court was now the final interpreter of the Constitution. ~~The United~~ ~~the~~ The United States Constitution allows for flexibility and change by such principles as the amending process, and ~~change~~ ~~by such principles~~ judicial review. This flexibility is why the United States Constitution has lasted for over 200 years. The Constitution is able to change with changing times.

Anchor Level 5-B

The response:

- Shows a thorough understanding of two specific constitutional principles (the amendment process and judicial review) that have allowed for flexibility in order to adapt to changing times in the United States
- Addresses all aspects of the task evenly and in depth, identifying and explaining these principles and discussing the social conditions and the historical circumstances when the principle was used to meet the changing needs of the nation
- Shows an ability to analyze the theme of constitutional flexibility in both the instituting of Prohibition and the impact of judicial review
- Supports the theme with many relevant facts, examples, and details (conditions necessitating Prohibition and the specifics of the amendment; historical circumstances leading to *Marbury v. Madison* and the Supreme Court's decision and its impact)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization, discussing each constitutional principle separately in terms of how each provides flexibility and then discussing the historical applications
- Introduces the theme of constitutional flexibility to adapt to changing times in the United States by repeating the theme and concludes with a particularly effective summation of the theme

Conclusion: Overall, the response fits most of the criteria for Level 5. This essay, however, represents the lower end of a Level 5 because the theme is not richly supported with details. The response is well organized, demonstrates an understanding of the Constitution and its flexibility, and indicates a good understanding of the historical details associated with the changing needs of the nation.

The United States Constitution not only ~~proa~~ provides a basic framework of government, but also allows for the flexibility to adapt to changes over time.

~~One~~ One constitutional principle is the amendment process. The writers of the Constitution realized that the U.S. would not be the same in the 1900's as it was in the late 1700's. As a result, they created the amendment process in order to deal with all the changes and still make the Constitution an effective governing tool.

One good example of the amendment process in action is 18th and 21st amendments. The 18th amendment instituted the policy known as ~~Prohibition~~ Prohibition. Later, when it was discovered that Prohibition was not working as planned, the 21st amendment had the power to repeal it. The amendment process gave the government power to change and still be effective.

Judicial review is another power that has made the government

versatile and able to adapt to its people's needs. There are times when it is not ~~ck~~ clear how a law should be interpreted. It is then the Supreme Court's task to come up with a translation of the law.

Brown versus the Board of Education is a case that illustrated this idea very well. The Supreme Court decided that she had a right to attend the white school, and so they stated that school segregation was unconstitutional and had to be ended. It took several years for it to end, and the use of the National ~~Star~~ Guard, but the Supreme Court made its decision, and it was final.

In conclusion, the U.S. Constitution is structured enough to provide effective governing power, but at the same time versatile enough to adjust to a changing country. The two principles above demonstrate this power.

Anchor Level 4-A

The response:

- Shows a good understanding of two constitutional principles (amendment process and judicial review)
- Completes all aspects of the task for judicial review, but fails to describe the steps in the amendment process
- Analyzes these two constitutional principles by including some comments of an evaluative nature
- Includes some relevant facts, examples, and details (Prohibition did not work out and another amendment had to be passed to repeal the Prohibition amendment) but not enough to merit a score level of 5
- Is a well-developed essay, demonstrating a clear and logical plan of organization
- Begins by simply restating the theme, but concludes with a strong and effective paragraph

Conclusion: Overall, this response best fits the criteria for Level 4. The limited number of relevant facts and details and the short discussion of these facts prevent this response from being a Level 5. Although the introduction merely restates the theme, this weakness is offset by the overall content of the response.

The United States Constitution not only provides a basic framework of the government, but also allows for the flexibility to adapt to changes over time. Two of these principles are the elastic clause and judicial review.

The elastic clause stretches the federal government's implied powers. The implied powers don't say how the federal government is to enforce them. Therefore, the elastic clause gives the federal government some leeway in enforcing the implied powers. Alexander Hamilton wanted Congress to use the elastic clause to establish the National Bank.

Judicial review is the power of the judicial branch to interpret what the legislative and executive branches do or say. Judicial Review is the U.S. Supreme Court's final say on any law the federal/state government may pass. The verdict of the U.S. Supreme Court can not be challenged by the other two branches of the federal government. In the Supreme Court case, Brown vs. the Board of Education of Topeka, the court ruled in favor of Brown, stating that "separate but equal" is not constitutional. This decision overruled the Plessy vs. Ferguson decision which stated "separate but equal" was okay.

as a result of Brown vs. The Board of Education, black people won the right to go where they wanted, figuratively speaking. As a result of these principles that provide the framework of the United States Constitution, they help the government change over the years. This helps the federal government change along with American society.

Anchor Level 4-B

The response:

- Shows a good understanding of two constitutional principles (elastic clause and judicial review)
- Completes all the aspects of the task
- Shows some ability to analyze two constitutional principles, but the discussion of the elastic clause is less analytical than is the discussion of judicial review
- Includes some relevant facts and examples, especially for the discussion of judicial review
- Is a well-developed essay, demonstrating a clear and logical plan of organization
- Contains an introduction that is a basic restatement of the theme; however, the conclusion reflects an understanding that constitutional flexibility is necessary because of changes in both the government and society

Conclusion: Overall, this response best fits the criteria for Level 4. The discussion of judicial review merits more than a Level 3 score. The lack of discussion of how the elastic clause was used to create a National Bank and the lack of detail is a major factor as to why this response does not merit a Level 5 score.

The United States not only provides a basic framework of government but also allows for the flexibility to adapt to changes over time. There have been numerous Constitutional principles to allow the government to adapt to changes throughout the history of the United States.

One Constitutional principle was the elastic clause. This clause allowed Congress to pass laws which are necessary and proper. Its most famous use was probably when it was used by Alexander Hamilton to combat the ideas of Thomas Jefferson. Hamilton was secretary of Treasury at the time and he felt that the United States needed a national bank. Jefferson on the other hand did not agree because he said there was nothing in the Constitution which allowed Congress to establish a bank. Hamilton said that the elastic clause could be used to stretch the delegated powers. Hamilton believed that a national bank would benefit the people, and he eventually got his way. When Jefferson became president, he still very much in favor of a strict interpretation.

Throughout the history of the U.S. equality has been questioned numerous times. At one point or another every nationality didn't feel equal. Why was this when the Constitution says that

"all men are created equal"?

During the mid-20th century, the group that felt most oppressed was the African Americans. Laws for the black population were harsh, voting rights were restricted, certain places denied them entrance. Civil liberties, also outlined in the Constitution, of hand in hand inequality. And when the African American population started their marches and protest they told the government that the creators of the constitution say we are all equal, we all have rights, and these rights must not be denied to anyone for any reason. Eventually laws and restrictions were removed from the rights of African Americans and once again the constitution was a major source for right and wrong in the United States.

Certain Constitutional principles have allowed the government to adapt to a variety of changes throughout the history of the United States. Whether these principles were used to stretch other laws or to remind the government of its' original ideas, the Constitution remains a basic framework for every aspect of United States history.

Anchor Level 4-C

The response:

- Shows a good understanding of two constitutional principles (elastic clause and equality)
- Completes all aspects of the task
- Shows an ability to analyze these two constitutional principles, although the discussion of the elastic clause is more analytical than is the discussion of equality (The historical circumstances of the application of the principle of the elastic clause clearly show the flexibility of the Constitution.)
- Includes some relevant facts, examples, and details about these two constitutional principles and their applications to meet changing needs (African Americans were subject to discrimination and eventually these restrictions were removed)
- Is a well-developed essay, demonstrating a clear and logical plan of organization
- Introduces the theme of constitutional flexibility by simply restating the theme but concludes with more than a simple restatement of the theme

Conclusion: Overall, this response fits most of the criteria for Level 4. The discussion of the issue of equality is not strong analytically, lacks specific factual details, and includes some misunderstanding regarding which document actually mentions “all men are created equal.” The discussion of the elastic clause, however, is both analytically and historically accurate and complete.

The United States Constitution not only provides a basic framework of government, but also allows for the flexibility to adapt to changes over time. Two basic constitutional principles that allow for change are the amendment process and judicial review. These principles have helped the changing needs of American politics and society.

The amendment process allows for changes in the Constitution. A proposed amendment must be ratified by both the House of Representatives and the Senate to become an addition to the Constitution. Amendments can be added to change the original Constitution, repeal old amendments, or add to the Constitution. This allows the government to adapt to changes in the United States. A specific historical circumstance in which the amendment process was used was the seventeenth amendment, which allowed for the direct election of senators. Groups such as the Populists and the imperialists wanted a more democratic election by the people, not a legislative vote. This political change shows the flexibility of the Constitution to meet changes in American politics.

Judicial review allows the Supreme

Court examine laws passed by Congress and Court cases to judge them as constitutional or unconstitutional. Bills can be judged as unconstitutional, which nullifies their power. This gives the Supreme Court the power to protect citizens of their rights under the Constitution. The Supreme Court can also use judicial review to change old rulings of the Court, such as the Court cases Plessy versus Ferguson and Brown versus Board of Education of Topeka. In the Plessy v. Ferguson case, the Court ruled that facilities could be "separate but equal," which allowed for segregation of black and white. The Brown versus Board of Education of Topeka case changed the ruling and allowed for integration of races. This shows the adaptability of the Constitution to allow for social changes in American society.

The Constitution allows the government to change along with the United States. The opinions of society and the need for increased democracy can change the American government. The changes of America over time can be accommodated by the United States through the flexibility of the Constitution.

Anchor Level 3-A

The response:

- Shows a satisfactory understanding of the principles of amending the Constitution and of judicial review
- Addresses most aspects of the task in a limited way, dealing with the Supreme Court's overturning of previous decisions rather than focusing on the principle of judicial review
- Shows only a limited ability to analyze judicial review and does not make clear the role of the states in the amendment process
- Includes some facts, examples, and details but contains some errors (*Brown v. Topeka* overturned the Court's decision in *Dred Scott v. Sanford*; imperialists wanted a more democratic election process)
- Demonstrates a satisfactory plan of organization
- Contains an introduction that is basically a restatement of the theme; however, the conclusion goes beyond a mere restatement of the theme

Conclusion: Overall, this response best fits the criteria for Level 3. The description of the amendment process is incomplete. The analysis of constitutional principles is not consistent. The historical context for the examples is skimpy. The discussion of *Brown v. Topeka* does not focus on the principle of judicial review. In addition, the factual errors detract from the otherwise good content and discussion in the response.

The creators of the US Constitution wrote the document so it was able to change as the needs of the country changed as time went on. But it was created to be stable enough so there would not be vast changes to the meaning of it. Two examples are the amendment process and Presidential power during wartime.

The amendment process makes it possible for the Constitution to be changed if the government needs to change something. ~~Although there~~ There needs to be a large majority in both Houses in Congress and a certain percentage of the states must ratify the proposed amendment before it can become part of the Constitution. This is also true for the releasing of an amendment. An example of this is the 13th amendment, which freed the slaves after the Civil War. Because of this amendment, which the slave states were made to ratify to be allowed back in the Union, it changed American society forever.

Presidential power during war time also changed as time went on. When Polk was President during the Mexican War, 1845-48, he did not have as much power over the country as FDR had during WWII. Although it never says in the Constitution that the President can't have more power over

the country, FDR increased his power because that is what the country need at the time to beat Germany, and Japan.

Overall, the Constitution was written to be able to change as the nation changes. That is why we have had this constitution for so long, more than 200 yrs.

Anchor Level 3-B

The response:

- Shows a satisfactory understanding of two constitutional principles (amendment process and presidential power during wartime)
- Addresses all aspects of the task, but is weak in terms of how the amendment process provides for flexibility of the Constitution and of stating a specific historical circumstance of presidential power during wartime
- Shows a limited ability to analyze these two constitutional principles by pointing out that President Polk had less power over the country during the Mexican War than President Franklin D. Roosevelt had during World War II and mentioning that the Constitution does not state that the president has more power during a war
- Includes a few facts, examples, and details and contains a minor error (Mexican War 1945–48)
- Is a satisfactorily developed essay, demonstrating a clear plan of organization
- Introduces the theme by going beyond a mere restatement of the theme and concludes with more than a simple restatement of the theme

Conclusion: Overall, this response best fits the criteria for Level 3. The incomplete discussion of all aspects of the task and the limited amount of factual information are more important factors to consider than the effective introduction and conclusion.

The United States Constitution not only provides a basic framework of government, but also allows for the flexibility to adapt to changes over time. Two principles in the Constitution that allow for this are judicial review and the Amendment Process.

Judicial review is the power of the Supreme Court to declare a law unconstitutional. A law passed in the 1800's may not apply to day. Laws limiting the rights of African American, women and other minorities are certainly unconstitutional ~~and~~ today. One of the only ways to nullify a law is to declare it unconstitutional. A case involving the law would be brought to the Supreme Court. The Court would hear the case and decide if the law is within the guidelines of the Constitution. In the 1950's the Supreme Court ruled that segregation ~~was~~ and the Jim Crow laws were unconstitutional. They went against 14th amendment guaranteeing protection to blacks as citizens.

The Amendment Process is the only way to change the Constitution. Three fourths of the Congress must ratify an Amendment. As the United States

Changes so must our constitution. The Constitution has been amended many times. One such time was in 1920 when women earned the right to vote. Since the Constitution only provided that men could vote; it had to be changed. The ~~20~~ Twentieth Amendment gave women the ~~100~~ right to vote.

As the United States changes politically, socially, and economically the Constitution allows for the flexibility to adapt to these changes over time.

Anchor Level 3-C

The response:

- Shows a satisfactory understanding of two constitutional principles (judicial review and the amendment process)
- Addresses all aspects of the task in a limited way
- Shows an ability to analyze these two constitutional principles, but not in any depth
- Includes some facts, examples, and details about these two constitutional principles but has several factual errors (Incorrect amendment numbers are used in citing the guarantee of protection to blacks as citizens and the granting of the right to vote to women.)
- Is a satisfactorily developed essay, demonstrating a clear plan of organization
- Introduces the theme and concludes with a simple restatement of the theme

Conclusion: Overall, this response best fits the criteria for Level 3. The factual errors do not detract from the good analytical discussion of how the two constitutional principles contribute to flexibility of the Constitution.

The United States Constitution not only provides a basic framework of government, but also allows for the flexibility to adapt to changes over time.

For example, the court case *McCulloch vs. Maryland* dealt with the elastic clause. This dealt with the needs of American political life because the state of Maryland felt they could tax a national bank. The Supreme Court stated that if a state could tax a national bank, they would have too much power. Therefore, ~~Maryland~~ Maryland lost the case.

Another example of ~~the~~ the government adapting to change is congressional power during^{war} time. According to *Schenck vs United States*, citizen rights may be limited during the time of war. This affects social life because the citizens are losing their right to freedom when the US is in threat.

The government has adapted to many changes in the United States which affected the needs of American political, social, or economic life.

Anchor Level 2-A

The response:

- Shows a limited understanding of two constitutional principles (elastic clause and freedom of expression)
- Attempts to address the task but fails to fully explain and discuss these constitutional principles, leaving some question as to whether the second constitutional principle is “freedom of expression” or “Congressional power”
- Fails to make adequate analysis of these two constitutional principles, focusing on the historical example of the principle without sufficient detail to describe the constitutional principle
- Includes some facts, discussing historical applications in a limited manner
- Is a satisfactorily organized essay
- Contains both an introduction and conclusion that restate the theme

Conclusion: Overall, this response best fits the criteria for Level 2. The constitutional principles are not clearly explained or discussed. Because of the lack of clarity regarding the two constitutional principles, the historical application is ambiguous. The “content” weakness is the key factor in determining that this response is a Level 2.

In the United States Constitution there are principles that allow for the flexibility to adapt to changes over time. The constitution is flexible in that we can add or to it using the amendment process.

Amendments have been passed to allow women the right to , free slaves, and the passage civil rights of alcohol. However in United States history there has been a case where an amendment was used as a tool to adapt to a social change. The 21 amendment was passed in order to cancel out the 18th amendment also known as the prohibition act which prohibited the sale of alcohol. United States citizens did not abide by the act. In fact there was immense bootlegging and ~~so~~ smuggling of the product. There was an increase in organized crime as a result of the act. So the 21 amendment allowed for the sale of alcohol to all those that are over 21 years of age.

Anchor Level 2-B

The response:

- Shows a limited understanding of one constitutional principle (the amendment process)
- Attempts to address the task, but only one constitutional principle is discussed
- Shows some ability to analyze this constitutional principle (the problems with Prohibition)
- Includes some details in discussing Prohibition as a historical example of the amendment process
- Contains some aspects of a poorly organized essay (The first sentence of the second paragraph is clearly lacking in words to make complete and coherent thoughts.)
- Contains no conclusion and the introduction is a simple restatement of the theme

Conclusion: Overall, this response best fits the criteria for Level 2. The response discusses only one constitutional principle in a limited fashion and contains no conclusion.

The founding fathers of the USA were very brilliant. They made a core government more than 200 yrs ago that is still intact today. It is intact b/c it can be changed and amended. These changes ~~are~~ are needed as time goes on, for instance Gun control ~~as~~ like the Brady Bill and Prohibition are brought forth by the changing times.

The Brady bill of the 1990s put a ~~three~~ waiting period in place of at least 2-3 weeks before a person can buy a gun. This allows the gunshop to make a background check on the person to see if they can "handle" a gun safely. At the time the Constitution was written this wasn't needed because guns weren't used ~~as~~ for violence like they are today. They were also not as readily available and easy to get. Also guns weren't as high tech, they couldn't shoot 30 bullets in under a second, usually, if you were fast it was 2 shots in 1 min. The constitution saw the changing need ~~and~~ for gun control and adapted to it readily to protect its citizens.

Prohibition, in the 18th Amendment was passed while soldiers were away at the 1st world war. It was safe to say that they weren't too happy when they got back. But people, at the time, were calling for a change to end drinking which ruined so many families at the time. So the Constitution was changed again to help support its citizens and help the wellbeing of US families.

The Constitution is the greatest document ever written, partly b/c it can be changed but it will still always

Anchor Paper – Thematic Essay—Level 2 – C

have it's core government, The Brady Bill and Prohibition
are ~~two~~ examples of formable ~~to~~ change luckily the
US government wised up with the even more changed times
and repealed Prohibition in the 21st Amendment

Anchor Level 2-C

The response:

- Shows a limited understanding of one constitutional principle that has allowed for constitutional flexibility (the amendment process)
- Attempts to address the task, but the discussion of gun control and the Brady Bill does not specifically focus on constitutional flexibility
- Develops a faulty analysis of how gun control and the Brady Bill contribute to constitutional flexibility and the discussion of Prohibition is incomplete
- Includes a few facts to discuss Prohibition (drinking ruined so many families)
- Is a poorly organized essay, not making clear how gun control and the Brady Bill contribute to constitutional flexibility and talking about Prohibition (the historical circumstance) before attempting to discuss the amendment process (the constitutional principle)
- Contains both an introduction and conclusion that are beyond a simple restatement of the theme

Conclusion: Overall, this response best fits the criteria for Level 2. Despite the quality of both the introduction and the conclusion, the response is clearly not focused on dealing with constitutional flexibility. The good factual discussion of the Brady Bill does not show how gun control is a constitutional principle or how it demonstrates the flexibility of the Constitution.

The United States Constitution not only provides a basic framework of government but also allows for the flexibility to adapt to changes over ~~time~~ time. There ~~was~~ ^{were} many different circumstances when the principle was used to meet the changing needs of American lives.

One of the Constitutional principles was the separation of church and state. Some religions were practiced in public schools where children of all different religions attended. This angered many parents leading to a court case. ~~The~~ The final ~~decision~~ ^{decision} was religion could not be practiced in public schools.

Another ~~is~~ issue was the right to own property. There was a court case concerning a slave in one state where slavery was legal, being taken to a state where slavery was illegal. The issue was was this slave still his masters property. It was decided that no matter where this slave was taken, he was still his owners property under the laws of the Constitution.

The Constitution is a very important historical document used to meet the changing needs of American political, social, and economic life.

Anchor Level 1-A

The response:

- Shows a very limited understanding of the theme of flexibility of the Constitution
- Lacks an analysis of the two issues of separation of church and state and the right to own property
- Includes few relevant and accurate facts
- Attempts to complete the task, but does not clearly and fully illustrate the theme
- Contains both an introduction and conclusion that are basically restatements of the theme

Conclusion: Overall, the response best fits the criteria for Level 1. Although the two issues of the right to own property and of separation of church and state are not included in the suggestions of issues to use in answering the question, they could be used to demonstrate flexibility of the Constitution. However, the response does not have the necessary degree of analysis and evaluation to merit a higher score level. The discussion of separation of church and state has no specific historical circumstance. Although the discussion of the right to own property alludes to *Dred Scott v. Sanford*, the case is not tied to the flexible nature of the Constitution.

The United States Constitution not only provides a basic framework of government, but also allows for flexibility to adapt to changes over time. Two ways the Constitution is ~~is~~ flexible is by during a time of war the President becomes more powerful and also in time of economic depression the government will step in and ~~by~~ help out.

In time of war the ~~government~~^{President} steps in and becomes Chief Commander of the war. The government allows this because new policies have to be passed quicker and sooner. ~~So~~, this is the way the government works around it.

Also in time of economic depression the government steps in and controls ~~them~~ a much of the businesses. ~~And the government is the most powerful thing in the world~~ The government will step in on the business that are usually dragging down the economy the most and will help them "get back on their feet". Also the government will set up banks that are "insured" by the government that will ~~do not~~ crash and turn down. So the people will use these governments

These two points are main points on how the government is flexible.

Anchor Level 1-B

The response:

- Shows a very limited understanding of the theme of constitutional flexibility
- Lacks an analysis or evaluation of constitutional principles that contribute to flexibility
- Lacks any specific relevant historical facts and events, making general reference to wartime and to economic depression without specific reference to any particular war or any particular depression
- Makes a limited effort to address some aspects of the task by discussing presidential power during wartime without reference to any specific historical event and by mentioning that the government steps into business during times of depression without any link to constitutional flexibility
- Contains an introduction that is a simple restatement of the theme and a weak conclusion

Conclusion: Overall, this response best fits the criteria for Level 1. The response does not show how two different constitutional principles have contributed to constitutional flexibility nor does it discuss specific historical events.

The United States Constitution was written by America's forefathers to ensure a firm political structure for this country. However, many aspects of the document allow for flexibility to bend or change its ~~the~~ basic framework. ~~and~~. Two of these constitutional principles that lets the gov't change are the amendment process and judicial review.

The amendment process has played a very large role in our constitution. Our basic civil liberties are included in the constitution now, because of amendments. ^{when an amendment is added to the constitution, it becomes a law also.} For example, the Bill of Rights was amended to our constitution and makes up the first ten amendments. They include freedom of speech, press, right to bear arms, freedom of religion and many more. At the start of the 1920s, a changing view of alcohol came about. ~~Because of~~ Prohibitionists like Carrie Nation ~~began~~ arose the issue that alcohol led to the depletion of society, and drunkenness led to laziness and bad parenting. Also, factory employers saw that alcohol led to inefficientness and accidents on the job. Because of pressure from these prohibitionists, the 18th amendment was passed to outlaw the sale and production of alcohol. Bootlegging during the 20s became big, along with gangsterism because of bootlegging. By the end of the decade the American view changed again, and

the 20th amendment was passed to reverse the 18th, Alcohol was now once more legal.

Another constitutional principle that allows flexibility to the government of the U.S. is judicial review.

Judicial review allows flexibility because it lets the judicial branch keep a check on the other 2 branches and make sure they are not doing anything unconstitutional. It ~~can also~~ provides flexibility because it can outlaw something the president or the legislators in Congress are doing. One example of judicial review is the Supreme Court case Marbury vs. Madison. When ~~Ata~~ John Adams was leaving office as president^{in 1800}, he wanted to ensure that Federalist influence remained in the 3 branches. He did this because Thomas Jefferson had been elected and he was a Democratic-Republican.

Adams appointed ~~many~~^{many} "midnight judges" to the Supreme Court on the night he left office. ~~He also~~^{One of these judges he} appointed was Marbury. When Jefferson became president, Marbury asked for his appointment to be carried through, but Jefferson and his Secretary of State, James Madison, refused him his appointment. Marbury appealed to the Supreme Court, and John Marshall, Chief Justice, ruled in favor of the President, saying he had no power to make the other 2 branches do something. In this case, Marshall would not give an appointment from a president,

which was definitely different for the Court. It showed flexibility by going against a former president's orders + wishes. It came in a time of changing political

ideas.

~~ideas~~
~~ideas~~
~~ideas~~

The United States government was formed in a way that it could be changed due to changes in political, social, or economic life. It is flexible ~~idea~~ because of aspects like the amendment process and judicial review.

The United States Constitution not only provides a basic framework of government but also allows for the flexibility to adapt to changes over time. Two of these constitutional principles are judicial review and the amending process.

The judicial review allows the government to adapt to changes because it ~~allows the judicial branch to make~~ ~~decisions~~ can make decisions that will change laws. For example in the court case of *Miranda vs. Arizona*, ~~the judiciary~~ ~~branch~~ it was the first time the judicial branch used its ~~judicial~~ review to make it so ^{constitutional} criminals had to be informed of all their rights.

The amending process also allows the government to adapt to changes over time by proposing and amending new laws. For example when the 19th amendment became a law, society was changing the ~~government~~ ^{government} needed to make new laws to adapt to the wants of women to have rights.

In conclusion the U.S. Constitution ~~provides~~ allows for flexibility to adapt to changes over time. Two examples of these principles are judicial review + the amending process.

many times in the history of the United States, the U.S. government has had to adapt itself to changing times. The writers of the constitution made sure that the government would be able to do this by including flexibility in the constitution. This flexibility is seen through the including of the amendment process and Presidential powers during wartime in the constitution.

The amendment process has been one of the greatest tools for change in the U.S. government. This process allows the government to vote and submit articles of change to the states. The states vote and depending on the outcome, the constitution may be changed. This is the only way in which the constitution can be changed. One of the major social changes that was included in the American constitution was Prohibition, or Temperance. During the early 1900's, many people became angry at the increase in drinking. Many women decided to join the fight for temperance through such organizations as the Women's Christian Temperance Movement and the Anti Saloon League. These organizations fought the government and worked to ban all sale and consumption of alcohol. Another major figure in the Prohibition movement was Carrie Nation. A woman, whose

husband had died from alcoholism, decided to take action against saloons. She attacked saloons and began picking up keys and saloons with her characteristic age. These actions led the U.S. government to pass and ratify the 18th Amendment which formally banned the sale and consumption of alcohol. This Amendment was ratified to deal with the changing social views on alcohol, and its effects on society. This was a fairly ineffective amendment and drinking continued in speakeasies and other secret clubs. As the government again moved to the amendment process to end Prohibition. The twenty-first Amendment changed the Constitution again this time nullifying the 18th Amendment.

The powers of the president during wartime is another constitutional principle that allows the government to change in a time of war. This principle is shown by Abraham Lincoln during the Civil War. In 1860, when Lincoln was elected, South Carolina became the first state to secede from the Union. This began tensions between the North and South which would eventually lead to the Civil War. The major conflict was the issue over slavery, and Abe Lincoln decided to deal with this problem over "Congress's head." In 1863 he passed the Emancipation Proclamation which freed the slaves in all states seceding from the Union, but not in the border states. This showed the

power of the president to pass doctrines in wartime to help the country. This proclamation helped to strengthen northern morale and keep European powers from intervening in the war. Habeas Corpus says that no one can be arrested or imprisoned without due process. ~~When~~ Lincoln suspended this so he could arrest dissenters without being against the law.

The U.S. Constitution provides for flexibility both in the amendment process and the use of presidential power during wartime demonstrating that this flexibility has allowed the government to adapt to changes throughout U.S. history.

The United States Constitution not only provides a basic framework of government, but also allows for the flexibility to adapt to changes over time. Two basic constitutional principles are the amendment process and equality.

The amendment process is used when the government decides that there needs to be a change to an amendment in the constitution. To change an amendment you need to add another amendment. For example, the 18th amendment was prohibition. Prohibition banned the buying, selling, or consumption of alcohol. When the President realized that the people were not obeying the amendment and secretly and illegally buying and selling alcohol, he passed an additional amendment to end prohibition.

Equality is giving every person the same rights as another person. For a long time white men were the only ones with most rights including the right to vote. Women and Blacks did not have the right and strived for it. It took a long time for these individuals to gain their rights. Finally the 19th amendment was added that gave women the right to vote and women became more equal to men. The 15th and 16th amendments helped African-Americans in giving the freedom and their right to vote.

Many changes have taken place in government over the years. People have been making laws and breaking laws many times over and over.

One example of a person breaking laws is President Clinton. He broke the laws of truth and agreement. Clinton was the 2nd president to be impeached.

Equality laws have been a big issue for many years now also. Many people have been discriminated over the years for being a different color or nationality. Things are changing over the years and people are getting the rights as American citizens.

In conclusion, laws will be broken and people will be discriminated against but they will pay for those mistakes when they commit those crimes.

Practice Paper A—Score Level 4

The response:

- Shows a good understanding of two constitutional principles (the amendment process and judicial review)
- Completes all aspects of the task
- Shows an ability to analyze these two constitutional principles, but the discussion of the amendment process is more analytical than is the discussion of judicial review
- Includes relevant facts, examples, and details about the circumstances leading to the 18th and 21st amendments (Carrie Nation, bad parenting, inefficient factory workers, accidents on the job, bootlegging, gangsterism, and the changes in the American viewpoint)
- Is a well-developed essay, demonstrating a clear and logical plan of organization
- Introduces the theme of constitutional flexibility that goes beyond a simple restatement of the theme and concludes with a basic restatement of the theme

Conclusion: Overall, the response best fits the criteria for Level 4. The response is incomplete in terms of what is exactly meant by judicial review, but the discussion of the historical circumstances leading to judicial review is very good. The discussion of the amendment process is not as focused as it might be and the essay contains one minor error in identifying the repeal of Prohibition as the 20th amendment.

Practice Paper B—Score Level 3

The response:

- Shows some basic understanding of the constitutional principles of judicial review and the amendment process
- Addresses most aspects of the task for these two constitutional principles, discussing a specific historical circumstance for each principle, but not explaining these principles
- Shows a limited ability to analyze constitutional principles (the effect of the *Miranda v. Arizona* ruling on accused criminals; societal change led to the 19th amendment)
- Includes some facts, examples, and details
- Demonstrates a satisfactory plan of organization
- Contains both an introduction and conclusion that simply restate the theme of constitutional flexibility

Conclusion: Overall, this response best fits the criteria for Level 3. The response shows some basic understanding of how constitutional principles have helped to provide flexibility; however, the response lacks an explanation of these principles, specific factual information, and a fully analytical discussion.

Practice Paper C—Score Level 5

The response:

- Shows a thorough understanding of two constitutional principles (the amendment process and presidential power during wartime)
- Addresses all aspects of the task for both constitutional principles; however, the explanation of the amendment process is incomplete
- Shows an ability to analyze constitutional principles (Prohibition was the result of social change; organizations such as the Anti-Saloon League and the Women’s Christian Temperance Movement influenced the government; the Emancipation Proclamation strengthened Northern morale and kept European powers from intervening)
- Richly supports the theme with relevant facts, examples, and details (Carrie Nation’s actions; ineffectiveness of the 18th amendment; repeal of this amendment)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Contains an introduction that is more than a simple restatement of the theme, but the conclusion is a simple restatement of the theme

Conclusion: Overall, this response fits most of the criteria for Level 5. Many facts, examples, and details are discussed to show how two different constitutional principles have contributed to constitutional flexibility. Even though the conclusion is a simple restatement of the theme, the overall quality of the content of the response clearly merits this score.

Practice Paper D—Score Level 2

The response:

- Shows a limited understanding of two constitutional principles (amendment process and equality)
- Attempts to address the task but does not explain the amendment process
- Contains a limited analysis of these principles and how they contribute to constitutional flexibility
- Includes few accurate facts, examples, and details and contains some factual errors (President passed an amendment; 15th and 16th amendments giving freedom and the right to vote to African Americans)
- Is a satisfactorily developed essay, demonstrating a clear plan of organization
- Contains an introduction that is a simple restatement of the theme but lacks a conclusion

Conclusion: Overall, this response best fits the criteria for Level 2. The response indicates only a basic understanding of two constitutional principles, indicating that perhaps the writer does not understand what the amendment process is. The discussion of historical circumstances is limited.

Practice Paper E—Score Level 1

The response:

- Shows a very limited understanding of the theme in the discussion of equality but no understanding in the discussion of Clinton's impeachment
- Makes little effort to address the aspects of the task
- Lacks an analysis or evaluation of events in terms of constitutional flexibility
- Includes very few accurate and relevant facts (President Clinton was the second President to be impeached.)
- Is an organized essay that does not focus on the flexibility of the Constitution
- Contains both an introduction and conclusion, but these elements fail to address the theme

Conclusion: Overall, this response best fits the criteria for Level 1. The response makes a minimal attempt to discuss inequality as an issue but fails to relate this to constitutional flexibility and makes no connection between the Clinton impeachment example and the theme of constitutional flexibility.

United States History and Government
Part A Specific Rubric
Document-Based Question—August 2001

Document 1

“Lodgers in a Bayard Street Tenement”



Source: photo by Jacob Riis, 1890

1 State *two* conditions that Jacob Riis' photograph shows about life in cities in the late 1800s.

Score of 2:

- Identifies two different conditions that the photograph shows about life in the cities in the late 1800s
Examples: crowded with many people living in one room; sleeping together; poor living conditions; rooms were used for many things; unsanitary, cluttered conditions

Score of 1:

- Identifies two conditions, but they are the same
- Identifies only one correct condition

Score of 0:

- Incorrect response
- Response not based on the photograph
Examples: increasing number of people living in poverty; shows how people lived; family was important; starvation
- No response

Document 2

With one member trimming beef in a cannery, and another working in a sausage factory, the family had a first-hand knowledge of the great majority of Packingtown swindles. For it was the custom, as they found, whenever meat was so spoiled that it could not be used for anything else, either to can it or else chop it up into sausage. With what had been told them by Jonas, who had worked in the pickle rooms, they could now study the whole of the spoiled meat industry on the inside, and read a new and grim meaning into that old Packingtown jest — that they use everything of the pig except the squeal.

— Upton Sinclair, *The Jungle* (1906)

2 Identify *one* industrial abuse that is described in this passage from *The Jungle*.

Score of 2:

- Provides specific information about a specific industrial abuse mentioned in the document
Examples: using spoiled meat in sausage; using meat that was so spoiled that it had to be canned or chopped into sausage

Score of 1:

- Vague, general statement with no specific information
Examples: Packingtown swindlers; used every part of the pig except the squeal
- Mixes correct and incorrect information
Examples: spoiled meat was used and spoiled cucumbers were used to make pickles

Score of 0:

- Incorrect response
Example: spoiled meat was not used
- Response not based on the document
Example: no government regulation of meat packing industry; meat packing companies had a monopoly
- No response

Document 3

Date	Percentage of Children Between the Ages of 10 and 15 Who Worked
1890	18.1
1900	18.2
1910	15.0
1920	11.3

3 According to the chart, how did the percentage of working children between the ages of 10 and 15 change from 1890 to 1920?

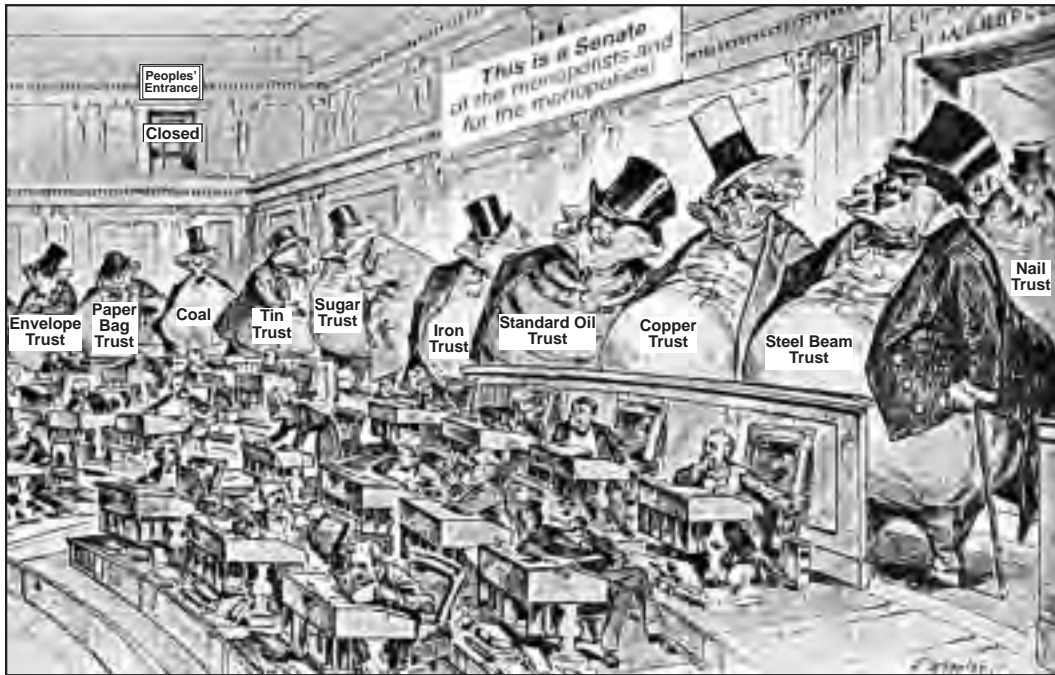
Score of 1:

- States one change from 1890 to 1920 in the percentage of working children between the ages of 10 and 15.
Examples: overall a decline in the percentage of children working; at first there was a slight increase in the percentage of children working and then a decrease; decreased approximately 6.8%; went from 18.1% to 11.3%

Score of 0:

- Incorrect response
Example: percentage increased
- Response not based on the document
Example: The number of women working increased during this time period.
- No response

Bosses of the Senate



Source: Joseph J. Keppler, 1890, (adapted)

4 According to the cartoon, who were the “Bosses of the Senate”?

Score of 2:

- States who the “Bosses of the Senate” were
Examples: trusts; monopolies; big businessmen; rich company owners; robber barons

Score of 1:

- States both correct and incorrect information
Examples: robber barons and ministers
- Vague response that does not clearly apply to the topic

Score of 0:

- Incorrect response
Example: the American working people
- Response that does not answer the question
Example: The public should be protected.
- No response

Document 5

Our laws should be so drawn as to protect and encourage corporations which do their honest duty by the public and discriminate sharply against [regulate] those organized in the spirit of mere greed, for improper speculative purpose.

— Theodore Roosevelt (1900)

5 What did Theodore Roosevelt say should be done to corporations that operate with little or no consideration for the public good?

Score of 2:

- States one specific action that Theodore Roosevelt recommended in the document that should be done to corporations that operate with little or no consideration for the public good
Examples: These corporations should be regulated; these corporations should be discriminated against.

Score of 1:

- States both correct and incorrect information
Example: These corporations should be regulated and protected.
- Vague response
Example: The government needs to be aware of this problem.

Score of 0:

- Incorrect response
Example: They should have nothing to do with the public; the public should be protected; they should have nothing to do with the public; people should be honest in their work and happy in what they do
- Response that is not based on the document
Example: Theodore Roosevelt became known as a “trustbuster.”
- No response

Document 6

We propose . . . “effective legislation to prevent industrial accidents, occupational diseases, overwork, and unemployment . . . to fix minimum standards of health and safety in industry . . . and to provide a living wage throughout industry. . . .”

— Progressive Party platform (1912)

6 State *two* reforms that were proposed in the Progressive Party platform of 1912.

Score of 2:

- Identifies two different reforms proposed in the Progressive Party Platform of 1912
Examples: legislation to prevent accidents; legislation to prevent disease; legislation to prevent overwork; legislation to prevent unemployment; establish minimum standards of health and safety; provide a living wage

Score of 1:

- Identifies two reforms, but they are the same
- Identifies only one correct reform

Score of 0:

- Incorrect response
- Response not based on the document
Examples: direct election of United States Senators; set social security; workmen’s compensation; effective legislation; better working conditions; to raise the minimum wage (There was no minimum wage at the time.)
- No response

Document 7

The Senate of the United States shall be composed of two senators from each state, chosen by the legislature thereof, for six years; and each senator shall have one vote.

—United States Constitution (1787)

The Senate of the United States shall be composed of two senators from each state, elected by the people thereof, for six years; and each senator shall have one vote.

— 17th Amendment to the United States Constitution (1913)

7 How did the 17th Amendment make the selection of United States Senators more democratic?

Score of 2:

- States one way that the 17th Amendment made the selection of United States senators more democratic
Examples: Voters of the state now elect their senators; people directly elect them; direct election of senators

Score of 1:

- States both correct and incorrect information
Example: Voters, including women, of the state could now elect their senators.
- Vague response
Example: gave people more say in government

Score of 0:

- Incorrect response
Examples: women were given the right to vote; each state would now have two senators
- Response not based on the document
Example: It was now less likely that big businessmen would have so much influence over the Senate.
- No response

Document 8

The preamble of the Federal Constitution says: "We, the people of the United States. . . ." It was we, the people; not we, the white male citizens; nor yet we, the male citizens; but we, the whole people, who formed the Union. And we formed it, not to give the blessings of liberty, but to secure them; not to the half of ourselves and the half of our posterity, but to the whole people — women as well as men."

— Susan B. Anthony

8 What argument was used by Susan B. Anthony to support the demand that women be given the right to vote?

Score of 2:

- Cites one argument stated in the document that Susan B. Anthony used to support the demand that women be given the right to vote
Examples: "We the people" means all people, not just males; Union formed for the whole people, women as well as men

Score of 1:

- States both correct and incorrect information
Examples: Women helped form the Union and helped write the Constitution.
- Vague response
Examples: women want rights

Score of 0:

- Incorrect response
- Response not based on the document
- No response

United States History and Government
Content-Specific Rubric
Document-Based Question—August 2001

Key Ideas from Documents

Problems/Injustices	Proposed Reforms
Negative aspects of life in tenements; crowded, unsanitary, poor living conditions—Doc 1	Theodore Roosevelt proposes regulating bad trusts—Doc 5
Use of spoiled meat; <i>The Jungle</i> by Upton Sinclair—Doc 2	Proposed reforms of Progressive Party: legislation, preventing accidents, overwork, unemployment, minimum standards of health and safety, providing a living wage—Doc 6
Too many children under 15 working—Doc 3	Direct election of Senators; 17th Amendment—Doc 7
Influence of trusts over Senate—Doc 4	Right to vote for women—Doc 8
Women did not have the right to vote—Doc 8	

Score of 5:

- Thoroughly addresses all aspects of the task by discussing specific problems or injustices of the late 1800s and early 1900s and explaining specific reforms proposed during the Progressive Era
- Includes an accurate analysis and interpretation of at least **five** documents
- Incorporates accurate information from the documents in the body of the essay without copying or simply restating the document
- Incorporates relevant outside information related to both problems and reforms (robber barons; Social Darwinism; Carnegie; Rockefeller; muckrakers; *How the Other Half Lives*; trustbusting; Sherman Anti-Trust Act; Clayton Anti-Trust Act; 16th, 18th, and 19th amendments; Jane Addams Settlement House; Labor Unions; Meat Inspection Act; child labor laws; Pure Food and Drug Act)
- Richly supports the theme with the use of many relevant facts, examples, and details, and the discussion is more analytical than descriptive
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the task and/or historical context and concludes with a summation of the theme

Score of 4:

- Addresses all aspects of the task by discussing specific problems or injustices of the late 1800s and early 1900s and explaining specific reforms proposed during the Progressive Era, although the discussion of one task may be less complete than the discussion of the other
- Includes an accurate analysis and interpretation of at least **five** documents
- Incorporates information from the documents in the body of the essay
- Incorporates some relevant outside information
- Includes relevant facts, examples, and details, but the discussion may be more descriptive than analytical (mentioning *The Jungle* without explaining how that led to government action in the passage of the Meat Inspection Act)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the task and/or historical context and concludes with a summation of the theme

Score of 3:

- Addresses most aspects of the task *or* addresses all aspects of the task in a limited or unbalanced way, thoroughly discussing the problem/injustice while briefly alluding to proposed reforms
- Uses some of the documents
- Incorporates some information from the documents in the body of the essay by using or referring to them
- Incorporates little relevant outside information, using broad general descriptions of problems or reforms without naming specifics (laws were passed to protect consumers from tainted food)
- Includes some facts, examples, and details, but discussion is more descriptive than analytical (trusts are the bosses of the Senate without explaining how they influenced the Senate)
- Is a satisfactorily developed essay, demonstrating a general plan of organization, but may not distinguish between problems/injustices and proposed reforms
- Introduces the theme by repeating the task or historical context and concludes by simply repeating the theme

Score of 2:

- Attempts to address some aspects of the task, either problems or reforms
- Makes limited use of the documents, dealing in broad generalities
- Presents little or no relevant outside information
- Includes few facts, examples, and details, or may only restate the contents of the documents, 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

Score of 1:

- Shows limited understanding of the task with vague, unclear references to the documents
- Presents no relevant outside information
- Includes little 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

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

The increased industrialization of the last part of the nineteenth century inevitably led to many problems and conditions that needed to be addressed. These reforms became the basis of the so-called Progressive movement. Two major problems were the status of labor and the powers and abusive practices of big businessmen. Much of the reform consisted of laws passed by different levels of government.

One major problem was the status of labor. Women and children made up a ^(doc. 3) large percentage of the labor force. A major reason for this was that they could be paid low wages and easily intimidated from joining labor unions. Another factor contributing to the low wages in general for labor was the large influx of immigrants. Also, at this time, there were minimum wage laws or maximum hours worked laws. Without laws requiring minimal safety standards, business owners had no reason to increase their production costs simply to make for a safer workplace. As long as there was a large supply of cheap labor, business owners did not have to pay higher wages. Without higher wages, working class families had to live in crowded tenements like those shown in Document 1.

Several things were done during the Progressive movement time period to improve the status of labor. Several states passed minimum wages. Some states ^{& cities} passed laws establishing safer working conditions. Some states even passed workmen's compensation laws. Congress passed a child-labor law. In addition to laws to improve working conditions, labor unions developed during this time. One important labor union was the

AFL founded by Samuel Gompers.

A second problem in the late 1800s was the power and abuses of big business. Big businessmen like John D. Rockefeller and Andrew Carnegie tried to create monopolies. Monopolies destroyed many small businesses. Big businesses tried to avoid the higher costs of paying higher wages and safety devices on machines in their factories. As suggested in document 4, big businessmen pressured legislators not to pass laws regulating business.

These abusive practices of big businessmen led to several different kinds of reforms. The passage of the 17th Amendment, providing for the direct election of senators by all voters of the state, was seen by Progressives as one way to prevent big businesses from continuing to have so much control over Congress. Upton Sinclair's *The Jungle* helped to create public pressure for Congress to pass the Meat Inspection Act. President Theodore Roosevelt (doc 5) made a distinction between good and bad trusts. "Bad" trusts needed to be broken up. Using provisions of the Sherman Antitrust Act, TR became known as the "trust-buster." "Good trusts," in TR's opinion, needed to be supervised and regulated by the government.

The Progressive Movement was an attempt to address specific problems present in American life in the late 1800s and early 1900's.

Anchor Level 5-A

The response:

- Thoroughly addresses all aspects of the task by discussing specific problems or injustices of the late 1800s and early 1900s (labor; abuses of big business) and explaining specific reforms proposed during the Progressive Era (improving the status of labor; regulating big business)
- Includes an accurate analysis and interpretation of the first seven documents
- Incorporates accurate information from the documents in the body of the essay (the conditions shown in document 1 are typical of the crowded tenements of working class families)
- Incorporates relevant outside information (labor unions; influx of immigrants; minimum wage laws; maximum hours laws; large supply of cheap labor; workmen's compensation laws; minimum wage laws; child labor laws; AFL; Samuel Gompers; John D. Rockefeller; Andrew Carnegie; monopolies; Meat Inspection Act; distinction between good and bad trusts; trustbusting; Sherman Act)
- Richly supports the theme with the use of many relevant facts, examples, and details that are a blend of information from the documents and outside information, including many analytical comments
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the task and historical context; however, the conclusion is a simple restatement of the historical context.

Conclusion: Overall, this response best fits the criteria for Level 5. Two different problems and attempts at reform of those problems are thoroughly discussed with much information taken from the documents as well as much outside information. Analytical comments are made throughout the response. The simple nature of the conclusion is a minor weakness in this response.

During the late 1800's and early 1900's, there were a lot of injustices in the United States. The Progressive Movement, which began in the late 1800's attempted to bring about government reforms and correct injustices in America.

One example of a problem in the U.S. was the over population of American cities. More and more people began to move to cities from rural areas for jobs. As you can see in Document 1, the cities were overcrowded, and the infrastructure could not hold up to the influx of people moving to urban areas. The people lived in overcrowded housing developments that were dirty and poor.

There was also abuse in industry. This was exposed by Upton Sinclair (Document 2) in his most well-known novel, "The Jungle" which showed the abuse in the meat-packing industry. He uncovered how the people would take extremely spoiled meat and use it as sausage, or put it into a can. They also used all parts of the meat, and even rats were found to be in the meat. By writing this book, Sinclair was able to expose the corruption in the industry of meat-packing and Congress passed the meat inspect Act.

A position change brought about was the declining numbers of children between the ages of 10 and 15 who worked. In Document 3, you can see by the chart that the number of children working

decreased by 6.8 percent from 1890 to 1920. Children were often used as cheap labor, and were ~~poor~~ ~~used as~~ ~~cheap~~ abused greatly. The government was able to reduce the number of working children under 16 during this period of time because many states passed child labor laws.

Around this time, big businesses came to power. As shown in Document 4, there were many abuses in business. The people who ran and formed these industries/trusts/businesses, such as Andrew Carnegie, and Rockefeller, and Henry Ford. They acted like the big bosses, and held control of much of the U.S.'s industry. In Document 5, Teddy Roosevelt explains how he feels that these big businesses (oil, steel, copper, etc.) should be regulated if they are only in it for the money and power. Teddy Roosevelt became known as a "trustbuster" because he enforced the Sherman Anti-Trust Act.

During the late 1800's, the Progressive party formed. They wanted to bring about change in the U.S. One of their main goals included: the reforming of industry and working conditions. In Document 6, their platform is partly shown. Under their platform they wanted to prevent industrial accidents, diseases acquired on the job, and unemployment. They further wanted to have better health and safety standards, and a minimum wage.

In 1913, the 17th amendment was added to the Constitution (document 7) when the Constitution was first written in 1787, the senators were elected by legislatures. In order to make the selection of U.S. senators more democratic, the 17th Amendment was added. It said that senators would be elected by the people from each state, not the legislature. This is why we now have candidates who campaign for seats in the senate to the people. By adding this amendment to the Constitution, it made the US more democratic.

Women's suffrage also took place during this time. People like Susan B. Anthony (document 2) and Elizabeth Cady Stanton worked and campaigned for women to be allowed to vote. Susan B. Anthony used the preamble of the Constitution to argue her case. She stated that the Constitution said: "We the people..." "Not we the men..." She said that the Constitution was written for all people, not just men. Her efforts eventually paid off and the 19th Amendment was passed in 1922, allowing women to vote.

In conclusion, there were many injustices in the U.S. from the late 1800's to the early 1900's. The Progressive Movement helped to bring about more change, as did the government. Teddy Roosevelt tried to limit the abuses of big business, women

suffrage was granted. And the meat-packing industry was exposed. With each time, comes problems but with activists some are changed and reformed. During this time period there were a lot of injustices and issues, many of which were discovered, addressed and reformed.

Anchor Level 5-B

The response:

- Thoroughly addresses all aspects of the task by discussing specific problems or injustices of the late 1800s and early 1900s (overpopulation in the cities; abuses in industry) and explaining specific reforms (Meat Inspection Act; child labor laws; regulation of big business by the Sherman Antitrust Act; the United States becoming more democratic through the direct election of Senators and women's suffrage) proposed during the Progressive Era
- Includes an accurate analysis and interpretation of all the documents
- Effectively incorporates accurate information from the documents in the body of the essay (Information from documents 4 and 5 is woven into the paragraph discussing the power of big business.)
- Incorporates relevant outside information (movement of people from rural areas to cities; people looking for jobs created overcrowded cities; city infrastructure could not absorb the influx of people moving to urban areas; big businessmen such as Andrew Carnegie, Rockefeller, and Henry Ford; Teddy Roosevelt's trustbusting; Elizabeth Cady Stanton, the 19th amendment)
- Richly supports the theme with the use of many relevant facts, examples, and details
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme by restating the historical context and concludes with a summation of the points made in the essay

Conclusion: Overall, this response best fits the criteria for Level 5. All aspects of the task are discussed fully. Much information from the documents and much relevant outside information is woven throughout the essay. The content quality of the response is a more important determining factor for the score level of this response than is the lesser quality of the introduction.

The Progressive movement beginning in the late 1800's was an attempt to bring about reform and to correct the injustices of American life. The problems for Americans were greatly expanding. There became an increase in overcrowding and poverty in the cities. Also the factories were having sanitation problems. Women were still not given the right to vote. Finally big businesses were running the senate. The Progressive party had many reforms proposed to help such situations.

Due to an increase in urbanization, the process of people moving into cities for better jobs and more opportunity, problems began to show up. ~~There~~ (Document 1) There became a great deal of overcrowding due to the fact that people had little place to stay. ~~As many as~~ People could stay in groups at tenement houses, which were considered the slums of the town. This also shows that there was an increasing rate of poverty in the cities. People had to live in big groups because that was all they could afford. This is an injustice on Americans and the way they live their lives.

Upton Sinclair wrote the Jungle in 1906 which shows the problems with the factory system. (Document 2). He exposed the awful working conditions of factories during the time period. Not only that but ^{he} exposed the process in which

the food people were eating was made. The ~~car~~ spoiled meat and ham it was used. He wrote "they use everything of the pig except ~~it's~~ the squeal." The problem with factories was that it was hazardous to the workers. Something needed to get done to fix the problem.

Another problem is that women were still unable to get the right to vote. Susan B. Anthony thought that women deserved the right to vote. I mean in the constitution it does say ~~all~~ we the people. (Document 8) Women had made an impact on the society and it was an injustice to the American life especially the women's life.

A reform needed on the senate was also soon approaching. The "big bosses" were taking over the senate. Such bosses like J.P. Morgan of ~~Standard~~ Standard oil were ~~3~~ using their wealth and power to get their ideas into ~~congr~~ law. The head companies more or less controlled the senators actions and their votes. Now this can't be good because it is no longer about the entire population but on the big companies ~~ex~~ owners.

Many reforms however were ~~bro~~ proposed by a group called the Progressive Party who in 1912 had great ideas to help the American way of life. (Document 6) They wanted to pass

legislation that would hopefully prevent accidents at the workplace. Also they wanted to prevent occupational diseases. They wanted to make sure people weren't overworked, but at the same time were not unemployed. This plan would have helped the factory problems. Also they wanted to start a minimum living wages hoping to decrease the poverty in the cities. The party wanted to fix a standard of health and safety for all jobs in order to protect the people of the United States.

The progressive era was a time of bringing change to government and correcting injustices. Many problems such as voting rights, factories, overpopulation became increasingly popular. The progressive party thought they could change this. And with their efforts things became better.

Anchor Level 4-A

The response:

- Addresses all aspects of the task by discussing specific problems or injustices of the late 1800s and early 1900s (urban problems; working conditions; lack of woman suffrage) and explaining specific reforms proposed during the Progressive Era (the platform of the Progressive Party; the writing of Upton Sinclair)
- Includes an accurate analysis and interpretation of documents 1, 2, 4, 6, and 8
- Incorporates accurate information from the documents in the body of the essay with some analytical comments (“big bosses” were using their wealth and power to get their ideas into law)
- Incorporates relevant outside information (J.P. Morgan, Standard Oil), but the discussion is more descriptive than analytical (discussing Upton Sinclair and *The Jungle* without even mentioning the passage of the Meat Inspection Act)
- Includes relevant facts, examples, and details, mostly from the documents
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Contains both an introduction and conclusion that go beyond a simple restatement of the historical context and task

Conclusion: Overall, this response best fits the criteria for Level 4. The discussion of the reform efforts is not as thorough as the discussion of the problems. Instead of the more typical approach of discussing one problem and its reform effort, followed by discussing a second problem and its reform effort, this response deals with three problems and then in one paragraph tries to show how the Progressive Party attempted to deal with these and other problems. Ideally, more relevant outside information should be incorporated into a response for this score level.

Previous to the Progressive movement, there were many flaws in the American culture. The Progressive Movement that began in the late 1800's was an attempt to bring about governmental reforms and to correct injustices in American life.

One problem prior to the Progressive movement was all the monopolies present in the American culture. Monopolies, or trusts, are big businesses which take over all the smaller companies of the same genre. ~~During this time, the~~ The period of monopolies was a period of Darwinism, or survival of the fittest. Most small companies had to give up their businesses because they could not survive. Some examples were J.P. Morgan's Steel industry, and Andrew Carnigie's Standard Oil Trust. All the trusts, not only took over competition, but also were "the bosses of the Senate." (as seen in Document 4). They influenced the Senators and the way things were done. The solution came about in the early 1900s ~~was~~ under Theodore Roosevelt's presidency. There was already a law forbidding trusts (the Sherman Anti-trust Act), but he was the first to enforce it. Roosevelt's actions were called the "trust-busters." Under Roosevelt, many trusts were eliminated and competition was regained.

A Second issue ~~about~~ prior to the Progressive era was the ~~poor~~ ~~excellent~~ bad quality of food coming from the meat factories. Muckrakers, like Upton Sinclair, went into the meat factories and later, using propaganda, reported back to the American ~~the~~ public, the kinds of things they were eating. The meat from the factories was ~~at least~~ dirty and rotten. The factory workers would pick meat off of the floor, spit into the meat, throw their ~~own~~ cigarette butts into the processing meat, would throw in a couple of poisoned rats here and there, and many other things. The public would then buy the meat and get very sick. After Upton Sinclair's book, The Jungle, was published in 1906 (Document 2), the United States Government decided to take a stand. With President Roosevelt's efforts, The Pure Food and Drug Act was passed. This law required mandatory inspections of the meat factories and lists of ingredients on food and drug packages. With Roosevelt's work, the American people were able to buy better food.

These two examples of reforms, the trust-busters, and the Pure Food and Drug act, were only a very few of the ~~myriad~~ myriad things that happened in the Progressive Era. There were progressions in racial rights, women's rights, led by Susan B. Anthony

(document 8), Alcohol Prohibition, Education, and prison and mental health reforms. All of the people ~~who~~ who worked hard for the issues they believed in, made the United States the way it is today.

Anchor Level 4-B

The response:

- Addresses all aspects of the task by discussing specific problems or injustices of the late 1800s and early 1900s (abuses of big business; the bad quality of food coming from meat factories) and explaining specific reforms proposed during the Progressive Era (Sherman Antitrust Act; Roosevelt as the “trustbuster”; Pure Food and Drug Act)
- Includes an accurate analysis and interpretation of documents 2, 4, 5, and 8
- Incorporates information from the documents with outside information in the body of the essay with some analytical comments (relates the idea of survival of the fittest to the inability of small companies to survive against the big businesses)
- Incorporates relevant outside information (Darwinism; monopolies; J.P. Morgan; Andrew Carnegie; muckrakers; Prohibition; education)
- Includes relevant facts, examples, and details, but the discussion is more descriptive than analytical
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Contains an introduction that is a basic restatement of the historical context; however, the conclusion goes beyond a simple restatement of the theme by listing several areas of Progressive reform

Conclusion: Overall, this response best fits the criteria for Level 4. All aspects of the task are addressed fully. Although information from only four documents is incorporated into the essay, the quality of the discussion and the use of much relevant outside information make this response characteristic of a Level 4 response.

The Progressive movement that began in the late 1800s was an attempt to bring about government reforms and to correct injustices in American life. Individual people and other groups worked very hard for change and their efforts often made a big difference.

A huge injustice during this time period was the unfairness between the workers and the big business owners. As shown in Document 4, the government was greatly influenced by these business owners and government decisions regarding the economic practices were tainted. Teddy Roosevelt, as quoted in Document 5, was against the greed and unfairness, though not completely against trusts. Congress passed the Sherman and Clayton Anti-trusts Acts to help out the individuals workers rather than the big businesses & helped to better life for many workers.

A second major injustice was the unfair working conditions in factories & the unsanitary food processing. The problem was severe and extremely overlooked. With the help of Upton Sinclair & his book and Jacob Riis and his photographs, much change was brought about. The problems were put in the public's face to see and it had the desired effect. The Food & Drug Acts were passed & so was 8-hour workday & minimum wage. All thanks to

these famous muckrakers. Child labor laws were passed to deal with the fact that too many children under 15 were working.

In conclusion, the people of this era worked very hard to bring about change and were very brave to face such huge opposition about their cause.

Anchor Level 4-C

The response:

- Addresses all aspects of the task by discussing specific problems or injustices of the late 1800s and early 1900s (labor; unsatisfactory food processing) and explaining specific reforms proposed during the Progressive Era (antitrust acts; other laws helping labor; Food and Drug Act)
- Includes an accurate analysis and interpretation of documents 1, 2, 3, 4, and 5
- Incorporates information from the documents in the body of the essay, blending it with outside information (calls Jacob Riis and Upton Sinclair muckrakers and points out that they informed the public of problems)
- Incorporates relevant outside information (Sherman and Clayton Anti-Trust Acts; Upton Sinclair's book; Food and Drug Act; 8-hour workday; minimum wage laws; muckrakers; child labor laws)
- Includes relevant facts, examples, and details, but the discussion is more descriptive than analytical
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Contains both an introduction and a conclusion that go beyond a mere restatement of the historical context and task

Conclusion: Overall, this response best fits the criteria for Level 4. All aspects are addressed, although the discussion tends to be more descriptive than analytical.

The attempt to correct corruption in the government and in American life in 1800's was called the Progressive movement.

During the late 1800's and early 1900's there were many problems that were present in American life. In Document 1 it shows that life in cities for immigrant workers was very crowded and dirty. According to The Jungle by Upton Sinclair, spoiled meat was being sold by the meatpacking industry. The "Bosses of the Senate" were the trusts, not the people in Document 4. There was also much concern over child labor.

Reforms were proposed to attempt to address these problems during the Progressive Era. Roosevelt stated that laws should be made to keep corporations from operating with little or no consideration for the good of the public. In the Progressive Party platform two of several reforms proposed were to prevent overwork and unemployment. The 17th Amendment made our selection of our Senators

more democratic by allowing the people vote for them. Susan B. Anthony wanted women be given the right to vote because the Preamble of the Constitution says: "We the people of the United States..." It doesn't say just male citizens.

In conclusion, the Progressive Era was the movement to improve our social and economic problems and to do that reforms were proposed and were successful.

Anchor Level 3-A

The response:

- Addresses all aspects of the task in a limited way
- Includes an interpretation of all of the documents
- Incorporates information from the documents in the body of the essay by simply paraphrasing information from the documents rather than making any attempt to analyze the information
- Incorporates no outside information other than a single reference to immigrant workers
- Includes some facts, examples, and details, but the discussion is descriptive rather than analytical (The statement "the Bosses of the Senate were the trusts and not the people" comes literally from aspects of document 4.)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces and concludes with a simple restatement of the historical context

Conclusion: Overall, this response best fits the criteria for Level 3. The response contains very little discussion and almost no analysis. Although all the documents are used, they are used in a limited way and only one piece of outside information is mentioned.

In the late 1800's the progressive movement began to show the specific areas that were in need of reform in American life.

Some of these injustices include the life in cities and how crowded they were. The meatpacking industry and how unsanitary and harmful the meat was. The unfair labor practices of trusts and monopolies. The child labor practices and how long hours they had to work. The things that the laborers needed like minimum wage requirements, safer, cleaner working conditions. A more democratic process in the election of U.S. senators, and a better form of equality that would give women and blacks the right to vote.

Reforms proposed during the progressive era would, clean up a lot of the unsanitary working conditions of the meat factories like the pure food and drug act. The presence of competition in businesses due to anti-trust laws. The 8 hour workday, minimum wage laws and maximum hours for children. More democratic processes of electing senators and a more equal society due to women and blacks voting.

These reforms made the progressive movement very successful and cleaned up a lot ~~due~~ due to reforms.

Anchor Level 3-B

The response:

- Addresses all aspects of the task in a limited way
- Uses all of the documents in a very limited way
- Incorporates some information from the documents in the body of the essay, but does not discuss or analyze this information
- Mentions some outside information (anti-trust laws; Pure Food and Drug Act; 8-hour work day; minimum wage laws)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme with a simple restatement of the historical context and concludes with a brief evaluation of the success of the Progressive movement

Conclusion: Overall, this response best fits the criteria for Level 3. The discussion of the two aspects of the task is limited with no analysis. Although all documents are used, they are merely restatements of the provided information. The outside information is listed rather than discussed.

This wasn't fixed until a progressive idea was passed for a minimum wage and certain regulations of the working conditions. Lastly, were the women of the 1800s such as Susan B. Anthony and Elizabeth Cady Stanton. They wanted the right to vote. They never lived to see this victory. They did marches and meetings.

So as seen the US like anything had problems but it was the elastic clause of the constitution that allows amendments to occur. Without this who knows what our country would be like.

Anchor Level 3-C

The response:

- Addresses all aspects of the task in a limited way
- Includes an analysis and interpretation of documents 1, 2, 4, 5, 6, and 8
- Incorporates some information from the documents in the body of the essay by paraphrasing without analysis
- Incorporates some outside information, but does not develop this information (tenements caught on fire; regulations regarding how many people per building; muckraker; Pure Food and Drug Act; Antitrust Act; Elizabeth Cady Stanton; they never lived to see the victory; they did marches and meetings)
- Includes some facts, examples, and details, but the discussion is descriptive and not analytical (Trusts were the Bosses of the Senate in the 1800s.)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by restating the historical context with the addition of some examples; however, the conclusion is completely unrelated to the task

Conclusion: Overall, this response best fits the criteria for Level 3. Both aspects of the task are minimally addressed with information that tends to be mentioned rather than discussed or explained. The concluding paragraph is completely off the topic.

There ~~are~~ were many social injustices in the late ~~18th~~ 1800's + early 1900's. It was mostly in factories where there was injustice.

First, child labor was going on then. The children would work in factories for 10-12 hours. Only to make low pay. During the Progressive Era, there were reforms that tried to end child labor.

Second, women did not receive equal rights. They also had to work long hours with very little pay. They also had no benefits. Working in factories was very dangerous back then. Later, there would be reforms that would help women. They would receive equal rights.

Two main reforms during the Progressive Era was ~~improving~~ raising the pay and shorter hours. People were required to work 8 hour days with which was a big difference from 12 hour work days. People would receive health benefits that would protect them. Progressive Era was a major impact in everyday life.

Anchor Level 2-A

The response:

- Attempts to address problems of American life during the late 1800s and early 1900s, making minimal comments about the reforms of these problems
- Uses documents 3 and 6
- Incorporates some outside information (working in factories for 10–12 hours, women did not receive equal rights, then only an 8 hour day required, health benefits)
- Mentions facts and details, using broad generalities
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme with a simple restatement of the historical context and blends the single sentence conclusion into the last paragraph of information

Conclusion: Overall, this response best fits the criteria for Level 2. The response makes a minimal attempt to deal with problems and reforms. Although some outside information is brought into the response, this outside information does not consist of specific facts, but rather general information.

During the year's 1800's and 1900's, there started to be many changes in the United States. The city started to grow industrialize itself. The changes brought improvement to the way of life and new machines.

Between 1800's and 1900's everything change, in the United States. There started to be new machines for factory and jobs. New machines' came in and workers were needed. People had no choice to accept the job. Parents were desperate looking for jobs and if they didn't find or needed it more money. They had no choice but to send their kids work in factories, which those factories didn't have good conditions or safety.

Kids at the age of 5 to 15 work in factories or mines. These kids didn't went to school, they had to work in factories work all day to receive a poor salary. But they had no choice, while working in those factories kids got injured too. Doctors had to cut finger because it was severely damage. The bad thing about those days was that if you got injured you wouldn't be accepted in any other job. Because

the owners didn't want people who were missing an arm, leg or anything else.

It wasn't a good time because that was also the time where the classes were divided. The poor in one place, in between in other and the rich class in other. But the poor were the ones who didn't had a great life. Their places were full, it was too crowded, more garbage and diseases. Such as Document 1 by Jacob Riis, it shows us there that how crowded the place was.

The many changes the United States brought was good because life was improving but at the same time brought disaster to the people. It is good to change but also the changes bring consequences.

Anchor Level 2-B

The response:

- Attempts to address the problems of labor and working conditions but makes no attempt to address reforms of these problems
- Makes some use of documents 1, 2, and 3, dealing in broad generalities
- Presents some relevant outside information (new machines; workers were needed; workers had no choice but to accept the job; parents had no choice but to send their kids to work in factories; kids who worked didn't go to school)
- Mentions some facts and examples without discussing them
- Is a satisfactorily developed essay
- Contains an illogical and confusing introduction (The city started to grow industrialize itself. The changes brought improvement to the way of life and new machines.) and concludes with a confusing and incoherent statement

Conclusion: Overall, this response best fits the criteria for Level 2. Only one aspect of the task is addressed. Although some relevant outside information is included, it tends to be very general in nature. The response deals in broad generalities rather than discussing the information. Both the introduction and conclusion are ineffective.

The progressive movement that began in the late 1800's was an attempt to bring about government reforms and to correct injustices in American life. Some injustices and reforms from the documents are listed below to prove the historical context that the progressive movement was an attempt to bring governmental reforms and to correct injustices in American life.

In the 1800's women didn't have the right to vote. According to the document #8, the preamble of the Federal Constitution says "We, the people of the United States..." This preamble will mean that all male and female are equal. Susan B. Anthony will realize this and she mentioned to all those people ~~at the government~~ who applied that preamble.

According to the document #5, Theodore Roosevelt argued those corporations that have no benefit to the nation, have to be separate and discriminate too.

People had to live in small ~~groups~~ ^{rooms} without good conditions. According to the document #1 you will notice how people lived.

In conclusion, some injustices led to make reforms and also it led to the Progressive movement.

Anchor Level 2-C

The response:

- Attempts to address the task by mentioning the problems and not discussing the reforms
- Uses some information from documents 1, 5, and 8, dealing in broad generalities
- Presents no relevant outside information
- Simply paraphrases information from the documents
- Is a poorly organized essay in that the documents used become the organizing framework
- Contains both an introduction and conclusion that are a simple restatement of the historical context

Conclusion: Overall, this response best fits the criteria for Level 2. Only one aspect of the task is addressed and no relevant outside information is included.

The Progressive Era began, to reform government and injustices in American life. Many things were going on. In Document 3 shows how unjust child labor laws did not stop children from working, and not going to school. In Document 1 the picture shows the poor conditions of the immigrants during this time. The immigrants were all cramped together with filth all around them, not making enough money to change the way they lived.

Anchor Level 1-A

The response:

- Shows a limited understanding of the task, making some attempt to discuss the problems of child labor and poor living conditions of immigrants
- Makes some reference to documents 1 and 3
- Presents some outside information (child labor laws; immigrants not making enough money to change the way they lived)
- Demonstrates a weakness in organization with no clear statement of what problems and what reforms will be addressed
- Includes a one-sentence introduction and has no conclusion in the single paragraph

Conclusion: Overall, this response fits the criteria for Level 1. Some attempt to discuss the problems in American life in the late 1800s and early 1900s is made, but reforms for these problems are not mentioned. The outside information brought into the response is very general in nature.

During the late 1800s and early 1900s American life was full of poverty. People lived in old shacks without enough money for anything better. They were working long, hard hours for little pay. Jacob Riis was a well known photographer who took many pictures of the poor lives of the American people. Young children were working in factories with their families to try to raise some money. Poverty during the Great Depression was a great problem.

Anchor Level 1-B

The response:

- Shows a very limited understanding of the task with unclear reference to the documents
- Makes some use of document 1
- Presents little relevant outside information (Jacob Riis was a photographer; people were working long hard hours for little pay)
- Includes few accurate and relevant facts with some inaccuracies (American people were living in shacks)
- Demonstrates a major weakness in organization, not focusing solely on the problems of American life in the late 1800s and early 1900s (poverty during the Great Depression)
- Lacks both an introduction and a conclusion

Conclusion: Overall, this response best fits the criteria for Level 1. While some attempt is made to discuss the problem of poverty, the response misinterprets the time period of the task. Although some outside information is brought into the response, specific facts such as the names of laws or titles of books are not mentioned.

In the late 1800's slavery was a big thing. Many people tried to stop slavery but it did not work until the early to mid 1900's. Women rights was also a big issue. Women were treated unfairly + that was not right.

In the late 1800's slavery took on a big role in the United States. Many people were killed + some even shot. Blacks were slaves in the South but treated poorly in the North. Many African Americans ran away from their masters in the South to escape the poor conditions but when they reached the North they found out it was not the best thing.

Anchor Level 0

The response:

- Fails to address the task, making only one reference in the first paragraph to women's rights and their unfair treatment

Conclusion: Overall, this response fits the criteria for Level 0. The response focuses on slavery, which no longer existed in the late 1800s and early 1900s.

During the late 1800's up until the early 1900's most American life was filled with hardships and despair. Poverty soared among the people, and those who had jobs worked in unethical conditions.

The people worked for many hours in unhygienic and potentially life threatening conditions. Machinery was unsafe and inexperienced workers led to many accidents even fatal ones.

To top it all off pay was low and living conditions were horrible.

Many lived in huts or slums with a large group of people. They were overcrowded, dirty, and disease friendly.

The Progressive party opened its platform offering better working conditions. Safety for workers, insurance, more pay and health benefits. People were happy but the Progressive Party never prospered.

Eventually living and working conditions became better. Jobs started

paying more. Working conditions improved with new safety measures and living conditions improved as well, since people made more money.

During the 1800's and early 1900's, political hardships plagued the United States. But, in some ~~of~~ time later in the Progressive Era, these political problems were somewhat solved.

During these times the government was full of ~~corruption~~ corruption. Many different scandals were underway, such as the Tweed Ring of Tammany Hall. Boss Tweed pretended to be trying to help the immigrants, who saw him as a great man. But he was only seeking their votes, so he could continue to steal money from the Treasury.

Another scandal was the Credit Mobilier scandal, which was against the railroad companies. They were also taking and cheating lots of money out of people.

Another problem was the working conditions and living conditions during this time. The living conditions were very low, and the workplace was a very unsafe place.

Although corruption was sought out and eliminated with time, during the Progressive Era, there were organizations that pushed for better working conditions, a higher minimum wage and shorter work weeks. The Knights of Labor assembled to get a higher minimum wage and shorter work weeks. The American Federation of Labor also tried to get these economic problems under control, which was a little bit successful.

⑩ These certain unions were successful because they pushed and pushed for better working conditions, higher minimum wage and shorter work weeks and eventually, these laws were incorporated and that's where they are today, with great working conditions, higher minimum wage and a 40 hour work week. The progressive party platform helped things greatly, influencing the other 2 parties by letting them know what the people wanted, so the parties ~~and~~ could get the votes of the people.

During the late 1800's and early 1900's, many specific problems or injustices that were present in American life. Fortunately, when the Progressive Era came, these problems ~~address~~ were by one.

Industrial accidents, occupational diseases, overwork, unemployment, children labor and overcrowded in cities show about life in America during 1800's and early 1900's. Many people lived in terrible conditions which ~~overcrowded~~, diseases and ~~slongorous~~ slumgrows. They worked at dangerous conditions with long time low wages. They ~~was~~ ^{were} poor that children had to work out and not go to school. The cities were dirty and ~~to~~ too much people. Those problems were caused by the ~~go~~ government which was controlled by ~~trustes~~ trusts and big companies. These big companies had over 50% capital of America. They had great power to control the government. They became the bases of Senate. In this time of period, most of American had ^a hard time to survive.

When the Progressive Era took place, the many problems got solved. In 1913, 17th amendment to United States Constitution ^{was} passed. It was about the senate of the United States shall be composed of two senators from each state, elected by the people thereof, for six years; and each senator shall have one vote. This Constitution gave people right to vote their favorite senate. People took away the power from big companies. They had chances to change their terrible conditions at work. At additionell, the right of ~~to~~ vote for women ^{was} passed. Women ~~and~~ had right to vote. They could have right to choose the laws that protect their family. Also the labor union had some improve ~~also~~ too.

The reforms of Progressive helped many people to get away from the injustices. It was ~~most~~ important to the U.S.

The Progressive movement that began in the late 1800s was an attempt to bring about governmental reforms and to correct injustices in American life. There were a numerous number of problems in the American life that contributed the lives of people in different society. the Progressive movement was a way of improving those problems along with the lives of the American people.

One of the problems was child labor, where factories would huger children at the ages of 10 or 8 or even smaller. Because of the fact the children could work faster and needed less pay (Document #3).

The government however tried to bring down the number of children working by passing child labor laws. By 1920 there were only 11.3% of children working from ages 10 to 15 compared to 1890 when 18.1% children working. Even though the percentage of children working decreased it wasn't over.

Also the women weren't getting their equal rights. Even though the constitution states "We ~~are~~ the people of the United States...". People mis-interpret that as iether the white male or only men. which is a very disturbing ideas to the women because they are people too and deserved to be treated equally. They deserved the right to vote. By stating the argument in Doc #8, the author Susan B. Anthony she is starting the revolt against discrimination. Which in the Progressive movement is known as the "women's rights movement," in which women recieve the equal rights they deserve. The 19th amendment gave women the right to vote!

Workers who worked in factories weren't getting the right environment they needed to work in. For example the workplace would be unsanitary and there wasn't insurance, so that if you got in an

Practice Paper A—Score Level 2

The response:

- Attempts to address both problems and reforms, dealing in generalities and not specifics
- Makes limited use of documents 1 and 6, mentioning rather than discussing
- Presents no specific outside information
- Includes a few specific facts, examples, and details in support of general statements
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Contains both an introduction and a conclusion that attempt to go beyond a simple restatement of the historical context and task

Conclusion: Overall, this response best fits the criteria for Level 2. There is very limited discussion of both problems and reforms, very limited use of the documents, and little specific outside information. These content weaknesses outweigh the satisfactory nature of both the organization of the response and the beginning and concluding paragraphs.

Practice Paper B—Score Level 3

The response:

- Addresses some aspects of the task in a limited way, discussing government corruption but not mentioning any reform for that problem and explaining the effect of unions on working conditions
- Refers to documents 1, 2, and 6
- Incorporates some information from the documents in the body of the essay, but this tends to be paraphrased with little analysis
- Incorporates outside information (Tweed Ring and Tammany Hall pretending to help immigrants; Crédit Mobilier; Knights of Labor; American Federation of Labor; shorter work week; Progressive Party influenced the other two parties)
- Includes facts, examples, and details, but the discussion is more descriptive than analytical
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme with a simple restatement of the historical context and makes some attempt at a conclusion

Conclusion: Overall, this response best fits the criteria for Level 3. Although many facts and examples are brought into the essay, there is not much discussion and little analysis. The last paragraph is a blend of reforms and an evaluation of those reforms.

In the late 1800's and ~~early~~ early 1900's there were many ~~poor~~ problems or injustices in American life.

Susan B. Anthony was one of the many women who made a difference. She stood up for women's right. She was a feminist. She used the preamble of the Federal Constitution to show people that women had the right to vote just like a man had the right to vote.

In 1913 the 17th amendment was passed. In that amendment it stated that instead of the legislature appointing two senators the people had the right to vote for them. That made the United States senator more democratic.

Practice Paper A—Score Level 2

The response:

- Attempts to address both problems and reforms, dealing in generalities and not specifics
- Makes limited use of documents 1 and 6, mentioning rather than discussing
- Presents no specific outside information
- Includes a few specific facts, examples, and details in support of general statements
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Contains both an introduction and a conclusion that attempt to go beyond a simple restatement of the historical context and task

Conclusion: Overall, this response best fits the criteria for Level 2. There is very limited discussion of both problems and reforms, very limited use of the documents, and little specific outside information. These content weaknesses outweigh the satisfactory nature of both the organization of the response and the beginning and concluding paragraphs.

Practice Paper B—Score Level 3

The response:

- Addresses some aspects of the task in a limited way, discussing government corruption but not mentioning any reform for that problem and explaining the effect of unions on working conditions
- Refers to documents 1, 2, and 6
- Incorporates some information from the documents in the body of the essay, but this tends to be paraphrased with little analysis
- Incorporates outside information (Tweed Ring and Tammany Hall pretending to help immigrants; Crédit Mobilier; Knights of Labor; American Federation of Labor; shorter work week; Progressive Party influenced the other two parties)
- Includes facts, examples, and details, but the discussion is more descriptive than analytical
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme with a simple restatement of the historical context and makes some attempt at a conclusion

Conclusion: Overall, this response best fits the criteria for Level 3. Although many facts and examples are brought into the essay, there is not much discussion and little analysis. The last paragraph is a blend of reforms and an evaluation of those reforms.

Practice Paper C—Score Level 3

The response:

- Addresses all aspects of the task in a limited way
- Uses documents 1, 2, 3, 4, 7, and 8
- Incorporates some information from the documents in the body of the essay without much analysis
- Incorporates some general outside information (children had to work and not go to school; dirty cities; the right for women to vote was passed; laws passed to help protect the family; reference to labor unions)
- Includes some facts, examples, and details, but the discussion is mainly descriptive (industrial accidents; occupational diseases; overwork)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Contains both an introduction and a conclusion that are simple restatements of the historical context

Conclusion: Overall, this response best fits the criteria for Level 3. Both aspects of the task are addressed in a limited way. Some attempt is made to do some analysis and to bring in outside information, but the response does not specify names of laws or number of amendment.

Practice Paper D—Score Level 4

The response:

- Addresses all aspects of the task by discussing specific problems or injustices of the late 1800s and early 1900s (child labor; women's rights; factory environments) and explaining specific reforms proposed during the Progressive Era (child labor laws; cleaner environments)
- Includes an accurate analysis and interpretation of documents 2, 3, 6, and 8
- Incorporates information from the documents with some analytical comments (child labor was used because children could work faster and needed less pay; even though child labor decreased, it was not over)
- Incorporates relevant outside information (19th amendment; accident insurance)
- Includes relevant facts, examples, and details, but the discussion is more descriptive than analytical
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Contains both an introduction and conclusion that go beyond a simple restatement of the historical context and task

Conclusion: Overall, this response best fits the criteria for Level 4. Both aspects of the task are addressed. Information from the documents is effectively blended with outside information.

Practice Paper E—Score Level 2

The response:

- Attempts to address one problem and a reform of that problem and mentions a second reform
- Uses documents 7 and 8, paraphrasing the information
- Presents little relevant outside information (Susan B. Anthony was a feminist.)
- Mentions some facts without discussing them
- Is a poorly organized essay
- Contains an introduction that is a simple restatement of the historical context and lacks a conclusion

Conclusion: Overall, this response best fits the criteria for Level 2. One problem and one reform are minimally addressed. Although some outside information is mentioned, it is not substantial and significant in nature.

Regents Examination in United States History and Government — August 2001 **Chart for Determining the Final Examination score (Use for August 2001 examination only.)**

To determine the student's final score, locate the student's total essay score across the top of the chart and the total Part I and Part III A score down the side of the chart. The point where those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 6 and a total Part I and Part III A score of 43 would receive a final examination score of 79.

Total Essay Score		Total Part I and Part III A Score										
	Score	0	1	2	3	4	5	6	7	8	9	10
0	0	4	8	12	17	21	25	29	33	38	42	
1	1	5	10	14	18	22	26	31	35	39	43	
2	3	7	11	15	19	24	28	32	36	40	44	
3	4	8	12	17	21	25	29	33	38	42	46	
4	5	10	14	18	22	26	31	35	39	43	47	
5	7	11	15	19	24	28	32	36	40	44	48	
6	8	12	17	21	25	29	33	38	42	46	50	
7	10	14	18	22	26	31	35	39	43	47	51	
8	11	15	19	24	28	32	36	40	44	48	52	
9	12	17	21	25	29	33	38	42	46	50	54	
10	14	18	22	26	31	35	39	43	47	51	55	
11	15	19	24	28	32	36	40	44	48	52	56	
12	17	21	25	29	33	38	42	46	50	54	58	
13	18	22	26	31	35	39	43	47	51	55	59	
14	19	24	28	32	36	40	44	48	52	56	60	
15	21	25	29	33	38	42	46	50	54	58	61	
16	22	26	31	35	39	43	47	51	55	59	63	
17	24	28	32	36	40	44	48	52	56	60	64	
18	25	29	33	38	42	46	50	54	58	61	65	
19	26	31	35	39	43	47	51	55	59	63	66	
20	28	32	36	40	44	48	52	56	60	64	67	
21	29	33	38	42	46	50	54	58	61	65	69	
22	31	35	39	43	47	51	55	59	63	66	70	
23	32	36	40	44	48	52	56	60	64	67	71	
24	33	38	42	46	50	54	58	61	65	69	72	
25	35	39	43	47	51	55	59	63	66	70	73	
26	36	40	44	48	52	56	60	64	67	71	74	
27	38	42	46	50	54	58	61	65	69	72	75	
28	39	43	47	51	55	59	63	66	70	73	76	
29	40	44	48	52	56	60	64	67	71	74	77	
30	42	46	50	54	58	61	65	69	72	75	78	
31	43	47	51	55	59	63	66	70	73	76	79	
32	44	48	52	56	60	64	67	71	74	77	80	

Total Part I and Part III A Score (continued)												
	0	1	2	3	4	5	6	7	8	9	10	
33	46	50	54	58	61	65	69	72	75	78	81	
34	47	51	55	59	63	66	70	73	76	79	82	
35	48	52	56	60	64	67	71	74	77	80	83	
36	50	54	58	61	65	69	72	75	78	81	84	
37	51	55	59	63	66	70	73	76	79	82	85	
38	52	56	60	64	67	71	74	77	80	83	86	
39	54	58	61	65	69	72	75	78	81	84	87	
40	55	59	63	66	70	73	76	79	82	85	88	
41	56	60	64	67	71	74	77	80	83	86	88	
42	58	61	65	69	72	75	78	81	84	87	89	
43	59	63	66	70	73	76	79	82	85	88	90	
44	60	64	67	71	74	77	80	83	86	88	91	
45	61	65	69	72	75	78	81	84	87	89	91	
46	63	66	70	73	76	79	82	85	88	90	92	
47	64	67	71	74	77	80	83	86	88	91	93	
48	65	69	72	75	78	81	84	87	89	91	93	
49	66	70	73	76	79	82	85	88	90	92	94	
50	67	71	74	77	80	83	86	88	91	93	95	
51	69	72	75	78	81	84	87	89	91	93	95	
52	70	73	76	79	82	85	88	90	92	94	96	
53	71	74	77	80	83	86	88	91	93	95	96	
54	72	75	78	81	84	87	89	91	93	95	97	
55	73	76	79	82	85	88	90	92	94	96	97	
56	74	77	80	83	86	88	91	93	95	96	98	
57	75	78	81	84	87	89	91	93	95	97	98	
58	76	79	82	85	88	90	92	94	96	97	98	
59	77	80	83	86	88	91	93	95	96	98	99	
60	78	81	84	87	89	91	93	95	97	98	99	
61	79	82	85	88	90	92	94	96	97	98	99	
62	80	83	86	88	91	93	95	96	98	99		
63	81	84	87	89	91	93	95	97	98	99		
64	82	85	88	90	92	94	96	97	98	99		
65	83	86	88	91	93	95	96	98	99	99	100	