

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

**UNITED STATES HISTORY
AND
GOVERNMENT**

Tuesday, June 17, 2003 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

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

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

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

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

Part III is based on several documents:

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

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

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

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

Part I

Answer all questions in this part.

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

- | | |
|--|---|
| <p>1 Which type of map shows the most detailed information about Earth's natural features, such as rivers, lakes, and mountain ranges?</p> <p>(1) political (3) weather
(2) demographic (4) physical</p> <p>2 Which region of the United States is correctly paired with an industry that is dominant in that region?</p> <p>(1) Southwest — timber
(2) Pacific Northwest — citrus crops
(3) Great Plains — grain crops
(4) Atlantic Coastal Plain — iron mining</p> <p>3 Which statement best describes governmental power under the Articles of Confederation?</p> <p>(1) Power was shared equally by the central government and the states.
(2) A balance of power existed between the three branches of the central government.
(3) A strong chief executive headed a unified central government.
(4) The states had much greater power than the central government.</p> <p>4 The Northwest Ordinance of 1787 was important because it</p> <p>(1) ensured universal suffrage for all males
(2) extended slavery north of the Ohio River
(3) provided a process for admission of new states to the Union
(4) established reservations for Native American Indians</p> <p>5 At the Constitutional Convention of 1787, the Great Compromise resolved the issue of</p> <p>(1) representation (3) slavery
(2) taxation (4) control of trade</p> | <p>6 <i>The Federalist Papers</i> were published in 1787 and 1788 to help gain support for</p> <p>(1) a bill of rights
(2) the ratification of the Constitution
(3) a weaker central government
(4) the abolition of slavery and the slave trade</p> <p>7 A republican form of government is described as one in which</p> <p>(1) there is a two-party system
(2) representatives are elected by the people
(3) elected officials have limited terms
(4) government power is limited by checks and balances</p> <p>8 The due process clause in the 5th Amendment and the right to an attorney in the 6th Amendment were designed to</p> <p>(1) protect freedom of expression
(2) assure that laws are properly enacted
(3) ensure fair treatment for those accused of crimes
(4) provide for judicial review of laws</p> <p>9 • Congress proposes an amendment legalizing an income tax.
• The Supreme Court rules that the income tax is unconstitutional.</p> <p>These events illustrate the use of</p> <p>(1) delegated powers
(2) checks and balances
(3) judicial legislation
(4) the unwritten constitution</p> |
|--|---|

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



Source: Justus, Minneapolis Star

10 What is the main idea of this cartoon?

- (1) Americans fail to adequately support the expenses of political candidates.
- (2) Campaign advertising has no influence on voter turnout.
- (3) Campaign costs are a major cause of the national debt.
- (4) High campaign costs negatively affect the political process.

- 11 • Alien and Sedition Acts
• Virginia and Kentucky Resolutions

These pieces of legislation reflected the conflict between

- (1) Congress and the president
- (2) states' rights and federal supremacy
- (3) the military and the civilian government
- (4) the United States Supreme Court and state courts

12 As a strict constructionist, President Thomas Jefferson questioned the constitutional right to

- (1) receive diplomats from foreign nations
- (2) purchase the Louisiana Territory
- (3) grant pardons to convicted criminals
- (4) veto legislation passed by Congress

13 How did Supreme Court decisions under Chief Justice John Marshall affect government in the United States?

- (1) Federal power increased at the expense of the states.
- (2) Strict limits were placed on congressional use of the elastic clause.
- (3) The impeachment of federal judges was declared unconstitutional.
- (4) State powers under the 10th Amendment were expanded.

14 During the first half of the 19th century, territorial expansion led to

- (1) increased tensions over slavery
- (2) improved relations with bordering nations
- (3) fewer conflicts with Native American Indians
- (4) decreased domestic demand for manufactured goods

15 Following the Civil War, many Southern states enacted Black Codes to

- (1) provide free farmland for African Americans
- (2) guarantee equal civil rights for African Americans
- (3) restrict the rights of formerly enslaved persons
- (4) support the creation of the Freedmen's Bureau

16 One reason John D. Rockefeller, Andrew Carnegie, and J. Pierpont Morgan were sometimes called robber barons was because they

- (1) robbed from the rich to give to the poor
- (2) made unnecessarily risky investments
- (3) used ruthless business tactics against their competitors
- (4) stole money from the federal government

Base your answers to questions 17 and 18 on the speakers' statements below and on your knowledge of social studies.

Speaker A: "Our nation has grown and prospered from the ideas and labor of immigrants. The nation has been enriched by immigrants from different nations who brought new ideas and lifestyles, which have become part of American culture."

Speaker B: "United States industries are competing with established European manufacturers. To prosper, American industries need the vast supply of unskilled labor that is provided by immigrants."

Speaker C: "Immigrants are taking jobs at low wages without regard for long hours and workers' safety. American workers must unite to end this unfair competition."

Speaker D: "Immigrants arrive in American cities poor and frightened. They are helped to find jobs or housing. These newcomers should show their gratitude at voting time."

17 Which speaker is most clearly expressing the melting pot theory?

- (1) A (3) C
- (2) B (4) D

18 Speaker D is expressing an opinion most like that of a

- (1) labor union member
- (2) religious leader
- (3) factory owner
- (4) political party boss

19 In the 19th century, protective tariffs, subsidies for railroads, and open immigration showed that the federal government followed a policy of

- (1) support for economic development
- (2) noninterference in the free-market system
- (3) regulation of unfair business practices
- (4) support for organized labor

20 The Interstate Commerce Act and the Sherman Antitrust Act were passed by Congress to

- (1) increase safety in the workplace
- (2) promote fair hiring practices
- (3) improve working conditions
- (4) protect the interests of small businesses

21 What was a major effect of the Agricultural Revolution in the United States during the late 1800s?

- (1) Unemployed factory workers could find jobs in agriculture.
- (2) Food supplies were increased to feed urban dwellers.
- (3) The size of farms decreased.
- (4) United States farm exports decreased.

22 Dorothea Dix, Jane Addams, and Jacob Riis were all known as

- (1) muckrakers (3) political leaders
- (2) suffragettes (4) social reformers

23 Passage of the Pure Food and Drug Act and the Meat Inspection Act illustrated the federal government's commitment to

- (1) environmental conservation
- (2) workers' rights
- (3) business competition
- (4) consumer protection

24 Which United States foreign policy was most directly related to the rise of big business in the late 1800s?

- (1) containment (3) détente
- (2) imperialism (4) neutrality

25 The works of Duke Ellington and Langston Hughes reflected the

- (1) expanding role of women in the 1920s
- (2) achievements of the Harlem Renaissance
- (3) architectural innovations of the 1930s
- (4) influence of southern European immigrant groups

26 What was a major result of Prohibition in the United States during the 1920s?

- (1) restriction of immigration
- (2) growth of communism
- (3) destruction of family values
- (4) increase in organized crime

27 During the Great Depression, expressions such as *Hoovervilles* and *Hoover blankets* showed that President Hoover

- (1) was seen as a role model
- (2) used the military to aid the unemployed
- (3) was blamed for the suffering of the poor
- (4) supported relief and public housing for the needy

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



Source: Clifford Kennedy Berryman, *The Washington Star*, March 9, 1937

28 This cartoon illustrates that President Franklin D. Roosevelt caused a controversy based on

- (1) increased military spending in the early 1930s
- (2) a plan to assume some of the powers reserved to the states
- (3) efforts to counter the Dust Bowl with federal conservation measures
- (4) proposals that violated the principle of separation of powers

29 The National Labor Relations Act (Wagner Act) of 1935 strengthened labor unions because it legalized

- (1) collective bargaining
- (2) blacklisting
- (3) the open shop
- (4) the sit-down strike

30 Between 1934 and 1937, Congress passed a series of neutrality acts that were designed primarily to

- (1) strengthen the nation's military defenses
- (2) provide aid to other democratic nations
- (3) create jobs for unemployed American workers
- (4) avoid mistakes that had led to American involvement in World War I

31 In the 1944 case *Korematsu v. United States*, the Supreme Court ruled that wartime conditions justified the

- (1) use of women in military combat
- (2) ban against strikes by workers
- (3) limitations placed on civil liberties
- (4) reduction in the powers of the president

32 During World War II, posters of Rosie the Riveter were used to

- (1) recruit women into wartime industries
- (2) encourage women to serve in the armed forces
- (3) promote women's suffrage
- (4) support higher education for women

33 What was one result of World War II?

- (1) The arms race ended.
- (2) The Cold War ended.
- (3) Communism was eliminated.
- (4) Two superpowers emerged.

34 Convictions of war criminals by courts at Tokyo and Nuremberg following World War II showed that

- (1) government officials and military leaders could be held accountable for their actions
- (2) the United Nations accepted responsibility for international peacekeeping
- (3) the League of Nations could successfully enforce international law
- (4) nations that start wars would be forced to rebuild war-torn nations

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



35 Which event of 1948–1949 is illustrated by this cartoon?

- (1) Berlin airlift
- (2) collapse of the Berlin Wall
- (3) reunification of Germany
- (4) allied invasion on Normandy

36 “We conclude that in the field of public education, the doctrine of ‘separate but equal’ has no place. Separate educational facilities are inherently unequal. . . .”

— Chief Justice Earl Warren,
Brown v. Board of Education of Topeka

This quotation illustrates the Supreme Court’s power to

- (1) uphold previous decisions
- (2) overrule state laws
- (3) check the powers of the executive branch
- (4) provide for educational funding

37 The Peace Corps was established by President John F. Kennedy in an effort to provide

- (1) support to developing nations of the world
- (2) job training for the unemployed
- (3) markets for consumer goods
- (4) teachers for inner-city areas

38 The Civil Rights Act of 1964 was passed in an effort to correct

- (1) racial and gender discrimination
- (2) limitations on freedom of speech
- (3) unfair immigration quotas
- (4) segregation in the armed forces

39 President Richard Nixon supported the policy of détente as a way to

- (1) reduce tensions between the United States and the Soviet Union
- (2) introduce democratic elections to communist nations
- (3) encourage satellite nations to break their ties with the Soviet Union
- (4) undermine Soviet influence among nonaligned countries in Africa and Asia

40 The Supreme Court cases of *Tinker v. Des Moines* and *New Jersey v. TLO* involved the issue of

- (1) freedom of the press
- (2) freedom of religion
- (3) the rights of students in school
- (4) the rights of prison inmates

41 Support for the North American Free Trade Agreement (NAFTA) reflected the United States commitment to

- (1) globalization
- (2) Manifest Destiny
- (3) collective security
- (4) isolationism

42 The loss of jobs in manufacturing industries has been caused by the introduction of

- (1) radio and television
- (2) automobiles and airplanes
- (3) automation and computers
- (4) improved medicine and space travel

43 The baby boom primarily resulted from the

- (1) economic prosperity of the 1920s
- (2) Great Depression of the 1930s
- (3) delay in marriages during World War II
- (4) counterculture movement of the 1960s

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

MEDIAN EARNINGS OF MEN AND WOMEN IN THE UNITED STATES, 1960–1990				
Year	Women	Men	Women’s Earnings as a Percent of Men’s	Earnings Gap in Constant 1990 Dollars
1960	\$ 3,257	\$ 5,368	60.7	\$ 8,569
1970	5,323	8,966	59.4	11,529
1980	11,197	18,612	60.2	11,776
1990	19,822	27,678	71.6	7,856

Source: Bureau of the Census

44 The data in this chart support the conclusion that between 1960 and 1990

- (1) government failed to pass laws that granted women equal access to jobs
- (2) the earnings gap between men and women was only slightly improved
- (3) women’s earnings consistently increased faster than those of men
- (4) most higher paying jobs were still not legally open to women

Base your answer to question 45 on the cartoon below and on your knowledge of social studies.



Source: Chip Bok, Creators Syndicate (adapted)

45 Which situation faced by President Bill Clinton is expressed in the cartoon?

- (1) Impeachment hampered his ability to carry out programs.
- (2) International problems interfered with domestic policy goals.
- (3) Health care costs took away funds needed for peacekeeping commitments.
- (4) Budget deficits prevented military action in world trouble spots.

46 How did the power of government change during the Civil War and the Great Depression?

- (1) Presidential powers were expanded.
- (2) Congress exerted greater leadership.
- (3) The Supreme Court expanded civil liberties.
- (4) Power shifted from the federal government to the states.

47 **“U.S. Sponsors Panamanian Revolution” (1903)**
“U.S. Establishes Military Rule in Dominican Republic” (1916)
“CIA Supports Overthrow of Guatemala Regime” (1954)

These headlines suggest that

- (1) United States interests in Latin America have often led to intervention
- (2) the United States is willing to fight to maintain the independence of Latin American nations
- (3) Latin American nations have declared war on the United States several times
- (4) Latin American nations are able to run their governments without United States help

48 The Palmer raids following World War I and the McCarthy hearings during the Korean War were similar in that they were caused by fear of

- (1) new military weapons
- (2) foreign invasions of the United States
- (3) communist influence in the United States
- (4) economic depression

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

The Farmer is the Man

When the farmer comes to town
With his wagon broken down,
Oh, the farmer is the man
Who feeds them all. . . .

The farmer is the man,
The farmer is the man,
Lives on credit till the fall;
Then they take him by the hand
And they lead him from the land,
And the middleman's the man
Who gets it all. . . .

— American folk song

49 The problem identified by this folk song was a result of

- (1) farm productivity declining for several decades
- (2) too many Americans entering the occupation of farming
- (3) poor farming practices destroying cropland
- (4) low profits forcing many people out of farming

50 Which political party focused most of its efforts on the problem identified in this song?

- (1) Bull Moose
- (2) Free Soil
- (3) Populist
- (4) Progressive

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

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

- (a) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”
- (b) **show** means “to point out; to set forth clearly a position or idea by stating it and giving data which support it”
- (c) **evaluate** means “to examine and judge the significance, worth, or condition of; to determine the value of”

Part II

THEMATIC ESSAY QUESTION

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

Theme: Social Change

Events have influenced social change in American society.

Task:

Identify **one** event in United States history that has influenced **social** change and for the event identified:

- Discuss the historical circumstances surrounding the event
- Show how the event was intended to bring about specific social change
- Evaluate the extent to which the event was successful in bringing about that change

You may use any example from your study of United States history. Some suggestions you might wish to consider include passage of the Civil War amendments; development of the automobile; passage of the 18th Amendment [national Prohibition]; passage of the 19th Amendment [women’s suffrage]; passage of the Social Security Act (1935); President Dwight D. Eisenhower’s decision to send troops to Little Rock, Arkansas; and the Supreme Court’s decision in *Roe v. Wade*.

You are *not* limited to these suggestions.

Guidelines:

In your essay, be sure to:

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

NAME _____

SCHOOL _____

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

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

Part III

DOCUMENT-BASED QUESTION

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

Historical Context:

Extensive railroad construction in the 1800s transformed the United States by linking sections of the nation. This transformation had both positive and negative effects.

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 the positive and negative effects of railroads in the United States during the 1800s

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

For half a century after Lewis and Clark's expedition, the Great Plains aroused little interest in the young nation. The plains were too dry for agriculture, people said. They were barren, forever a wasteland at the center of the continent.

These ideas began to change in the years leading up to the Civil War. As the railroads were built westward, Americans realized how wrong they had been about the plains. Settlers in Kansas found no desert, but millions of acres of fertile soil. Cattlemen saw an open range for millions of cattle, a land of opportunity larger than even the Lone Star State. Of course, the plains were already inhabited by buffalo and Indians. But these meant little to the newcomers. Civilization, they believed, demanded that both be swept away and the land turned to "useful" purposes. How this came about is one of the saddest chapters in our history. . . .

Source: Albert Marrin, *Cowboys, Indians, and Gunfighters*,
Atheneum

- 1 According to this passage, how did the use of the railroads change people's opinions about the Great Plains? [1]

Score

Document 2

It was with a shock of abhorrence, therefore, that they discovered in 1871 the presence of railroad surveyors running a line through the valley of the Yellowstone. With Sitting Bull's approval, the young warriors immediately began a campaign of harassment, first letting the intruders know that they were not wanted there, and then driving them away. The reason the surveyors had come into this area was that the owners of the Northern Pacific Railroad had decided to change its route, abandoning the line through previously ceded lands and invading unceded lands without any consultation with the Indians. In 1872, the surveyors accompanied by a small military force came back to the Yellowstone country, and again Sitting Bull's followers drove them away. . . .

Source: Dee Brown, *Hear That Lonesome Whistle Blow*,
Henry Holt and Co.

2 According to this document, why were Native American Indians hostile to the surveyors? [1]

Score

Document 3



Source: Denver Public Library

3 What does this illustration show about the effect of the railroads on the buffalo herds? [1]

Score

Document 4

If nineteenth-century Monterey County owed much to the coming of the railroads, Santa Cruz County owed everything, for railroads constructed during the 1870s tied together the isolated communities along the north coast of Monterey Bay and launched an era of unparalleled development. . . .

Between 1875 and 1880 the Chinese built three separate railroads, laid forty-two miles of track, and drilled 2.6 miles of tunnels to stitch Santa Cruz County together and attach it permanently to the world beyond the Santa Cruz Mountains. The Chinese contributed not only their muscle and sweat, but their lives. At least fifty Chinese were killed in accidents while building those railroads. For every mile of railroad, one Chinese died. . . .

Chinese railroad workers on the Santa Cruz Railroad worked six ten-hour days a week and were paid one dollar a day. Two dollars per week was deducted from their pay for food, while expenses such as clothing and recreation chipped away at the remaining four dollars so that they averaged three dollars per week profit. . . .

Source: Sandy Lydon, *Chinese Gold: The Chinese in the Monterey Bay Region*,
Capitola Book Company

- 4a According to this document, how did railroad development help Monterey and Santa Cruz counties? [1]

Score

- b Based on this document, state **one** working condition the Chinese experienced as they built the railroads. [1]

Score

Document 5

Rich Farming Lands!
For Sale **VERY CHEAP** by the
Union Pacific Railroad Company

The Best Investment! No Fluctuations!
Always Improving in Value.
The Wealth of the Country is made by the advance in
Real Estate.

NOW IS THE TIME!
MILLIONS OF ACRES
Of the finest lands on the Continent, in Eastern Nebraska,
now for sale, **Many of them never before in Market**, at
prices that **Defy Competition**.

*FIVE AND TEN YEARS' CREDIT GIVEN, WITH
INTEREST AT SIX PER CENT.*

The Land Grant Bonds of the Company *taken at par* for
lands. ➡ Full particulars given, new Guide with new
Maps mailed free.

THE PIONEER
A handsome illustrated paper, containing the Homestead
Law, sent free to all parts of the world. Address
O.F. DAVIS,
Land Commissioner U.P.R.R.,
Omaha, Neb.

— 19th-century broadside (adapted)

- 5 According to the suggestions in this advertisement, how did railroads encourage settlement of the West? [1]

Score

Document 6

. . . That year (1877) there came a series of tumultuous strikes by railroad workers in a dozen cities; they shook the nation as no labor conflict in its history had done.

It began with wage cuts on railroad after railroad, in tense situations of already low wages (\$1.75 a day for brakemen working twelve hours), scheming and profiteering by the railroad companies, deaths and injuries among the workers—loss of hands, feet, fingers, the crushing of men between cars.

At the Baltimore & Ohio station in Martinsburg, West Virginia, workers determined to fight the wage cut went on strike, uncoupled the engines, ran them into the roundhouse, and announced no more trains would leave Martinsburg until the 10 percent cut [in pay] was canceled. A crowd of support gathered, too many for the local police to disperse. B. & O. officials asked the governor for military protection, and he sent in militia. A train tried to get through, protected by the militia, and a striker, trying to derail it, exchanged gunfire with a militiaman attempting to stop him. The striker was shot in his thigh and his arm. His arm was amputated later that day, and nine days later he died.

Six hundred freight trains now jammed the yards at Martinsburg. The West Virginia governor applied to newly elected President Rutherford Hayes for federal troops, saying the state militia was insufficient. In fact, the militia was not totally reliable, being composed of many railroad workers. Much of the U.S. Army was tied up in Indian battles in the West. Congress had not appropriated money for the army yet, but J. P. Morgan, August Belmont, and other bankers now offered to lend money to pay army officers (but no enlisted men). Federal troops arrived in Martinsburg, and the freight cars began to move. . . .

Source: Howard Zinn, *A People's History of the United States*,
Harper Collins Publishers

6 According to this passage, why did the railroad workers go on strike in 1877? [1]

Score

Document 7

The policy which has been pursued has given us [the United States] the most efficient railway service and the lowest rates known in the world; but its recognized benefits have been attained at the cost of the most unwarranted discriminations, and its effect has been to build up the strong at the expense of the weak, to give the large dealer an advantage over the small trader, to make capital count for more than individual credit and enterprise, to concentrate business at great commercial centers, to necessitate combinations and aggregations of capital, to foster monopoly, to encourage the growth and extend the influence of corporate power, and to throw the control of the commerce of the country more and more into the hands of the few. . . .

Source: United States Senate, Select Committee on Interstate Commerce, 1886

7 According to this document, how did the railroad owners engage in unfair business practices? [1]

Score

Document 8

We believe that the time has come when the railroad corporations will either own the people or the people must own the railroads; and, should the government enter upon the work of owning and managing all railroads, we should favor an amendment to the Constitution by which all persons engaged in the government service shall be placed under a civil service regulation of the most rigid character, so as to prevent the increase of the power of the national administration by the use of such additional government employees. . . .

Transportation, being a means of exchange and a public necessity, the government should own and operate the railroads in the interest of the people. . . .

Source: Populist Party Platform, 1892

8 According to the Populist Party platform, why should the government own the railroads? [1]

Score

Part B

Essay

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

Historical Context:

Extensive railroad construction in the 1800s transformed the United States by linking sections of the nation. This transformation had both positive and negative effects.

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

- Discuss the positive and negative effects of railroads in the United States during the 1800s

Guidelines:

In your essay, be sure to:

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

Tear Here

Tear Here

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY
AND GOVERNMENT

Tuesday, June 17, 2003 — 9:15 a.m. to 12:15 p.m., only

ANSWER SHEET

☐ Male
☐ Female

Student

Teacher

School

Write your answers for Part I on this answer sheet, write your answers to Part III A in the test booklet, and write your answers for Parts II and III B in the separate essay booklet.

FOR TEACHER USE ONLY

Part I Score

Part III A Score

Total Part I and III A Score

Part II Essay Score

Part III B Essay Score

Total Essay Score

Final Score
(obtained from conversion chart)

Part I

- | | |
|---------|---------|
| 1..... | 26..... |
| 2..... | 27..... |
| 3..... | 28..... |
| 4..... | 29..... |
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| 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

Tear Here

Tear Here

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Tuesday, June 17, 2003 — 9:15 a.m. to 12:15 p.m., only

SCORING KEY AND RATING GUIDE

Mechanics of Rating

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

Scoring the Part I Multiple-Choice Questions

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

Contents of the Rating Guide

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

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

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

- A question-specific rubric

United States History and Government

June 17, 2003

Part I

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

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Albany, New York 12234

Rating the Essay Questions

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

Rating the Scaffold (open-ended) Questions

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

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

United States History and Government
Content-Specific Rubric
Thematic Essay—June 2003

Theme: Social Change

Events have influenced social change in American society.

Task: Identify *one* event in United States history that has influenced *social* change and for the event identified:

- Discuss the historical circumstances surrounding the event
- Show how the event was intended to bring about specific social change
- Evaluate the extent to which the event was successful in bringing about that change

You may use any example from your study of United States history. Some suggestions you might wish to consider include passage of the Civil War amendments; development of the automobile; passage of the 18th Amendment [national Prohibition]; passage of the 19th Amendment [women's suffrage]; passage of the Social Security Act (1935); President Dwight D. Eisenhower's decision to send troops to Little Rock, Arkansas; and the Supreme Court's decision in *Roe v. Wade*.

You are *not* limited to these suggestions.

Score of 5:

- Shows a thorough understanding of how *one* event has influenced social change in American society
- Thoroughly addresses all aspects of the task evenly and in depth by identifying one event, discussing fully the historical circumstances surrounding the event, showing how the event was intended to bring about important social change, and then evaluating the extent to which the event was successful in bringing about that change
- Shows an ability to analyze and evaluate how this event has influenced social change in American society
- Richly supports the theme with relevant facts, examples, and details
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme

Score of 4:

- Shows a good understanding of the theme of how **one** event has influenced social change in American society
- Addresses all aspects of the task, although the discussion may be somewhat uneven, e.g., the discussion of any two of the three aspects of the task may be more thorough than for the third aspect of the task
- Shows an ability to analyze and evaluate how this event has influenced social change in American society
- Includes relevant facts, examples, and details, but may mention details without fully discussing them
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme

Score of 3:

- Shows a satisfactory understanding of the theme of how **one** event has influenced social change in American society
- Addresses most aspects of the task fully or addresses all aspects in a limited way
- Shows an ability to analyze and evaluate how this event has influenced social change in American society, but not in any depth
- Includes some facts, examples, and details without fully discussing them; may contain some minor errors
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by repeating the task and concludes by repeating the theme

Score of 2:

- Shows a limited understanding of the theme of how **one** event has influenced social change in American society
- Attempts to address some aspects of the task
- May develop a faulty analysis or evaluation of issues and events
- Includes few facts, examples, and details, and may include some inaccuracies
- Is a poorly organized essay, lacking focus
- May lack an introduction and/or conclusion or these elements may not refer to the theme

Score of 1:

- Shows a very limited understanding of the theme of how **one** event has influenced social change in American society
- Attempts to address some aspects of the task with little success
- Lacks an analysis or evaluation of how this event has influenced social change in American society
- Includes few or no accurate or relevant facts, details, or examples
- May demonstrate a major weakness in organization; may lack focus
- 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

In United States History, one can find innumerable examples of historic events which have altered the entire social climate of the nation. One such event, occurring in the first half of the twentieth century, was the development of the automobile.

The mass availability of the automobile was the culmination of years worth of work by multiple parties. It was a combination of the classic buggy, but was fitted with an internal combustion engine. Early cars guzzled gas, were dirty, and, compared to later models, slow and unreliable. A series of innovations, leading up to and including Henry Ford's implementation of the assembly line, made the automobile a mainstay of American social life.

The automobile was, from its conception, intended to replace horse drawn buggies as the primary, and fastest, mode of transportation available. Each successive innovation moved it toward this goal, as ergonomics were increasingly considered in design, as were security and stability.

The auto was intended to bring America together more quickly than ever, creating a tighter national society.

The Automobile was entirely ~~easy~~ successful in attaining this goal. Soon, automobiles became a common sight. People suddenly had access to people, places, and things that had previously been unreachable due to travel restrictions. Suburbanization occurred, as people no longer had to live in the city to work there. Youth culture developed, as cars provided a variety of new pastimes, as well as increased independence from the family. American ~~culture~~ society grew in leaps and bounds, both geographically and interpersonally due to the Automobile.

Historical events which shake American life as much as the Car did are few and far between. It is nearly impossible to find an aspect of life unchanged by the Automobile. The car was an incredible boon to American ~~society~~, society.

Anchor Level 5-A

The response:

- Shows a thorough understanding of how development of the automobile has influenced social change in American society
- Thoroughly addresses all aspects of the task evenly and in depth by identifying the development of the automobile, discussing the historical circumstances surrounding the event (development of the automobile was the culmination of years worth of work by multiple parties), showing how the event was intended to bring about important social change (replacing horse drawn buggies as the primary, and fastest, mode of transportation available), evaluating the extent to which the event was successful in bringing about that change (entirely successful in attaining this goal)
- Shows an ability to analyze and evaluate how this event has influenced social change in American society by including several substantial comments (early cars guzzled gas, were dirty, and compared to later models, slow and unreliable; each successive innovation moved it toward this goal; creating a tighter national society; suburbanization occurred; youth culture developed; and few historical events have shaken American life as much as the car)
- Richly supports the theme with relevant facts, examples, and details (internal combustion engine; Henry Ford and the assembly line; ergonomics; automobiles soon became a common sight; access to people and places previously unreachable; and America grew in leaps and bounds both geographically and interpersonally)
- 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 concludes with a summation of the theme

Conclusion: Overall, this response fits the criteria for Level 5. All three aspects of the task are thoroughly addressed. Many analytical and evaluative comments add to the strength of the response. The theme is richly supported with many facts, examples, and details.

Many events in history have contributed to social change. The movement for civil rights for blacks, has always been a long, successive struggle. In the south during the 1950's and 1960's the move for equal rights reached its height. ~~with~~ In Little Rock, Arkansas, the start for change was brought when President Dwight D. Eisenhower transported federal troops to ensure the safety of newly registered black students. This course of action set the precedent for success ~~for~~ years to come.

The "Little Rock Nine", as they were called, was a group of black students who wanted to enter an all-white Arkansas high school. In the South during this time were the killing of Emmett Till and horrendous crimes and racist actions taken against blacks. These nine students endured countless aggressions, verbal abuse and mocking.

When Dwight D. Eisenhower gave his consent to send troops to Little Rock, he intended to bring the start of change, to bring safety to the nine students. He wanted them to be admitted and for them to have an equal opportunity, just as whites had. The nine students were admitted to school.

None the less, they were emotionally, physically,

and verbally abused every day; but they graduated. This ~~sparte~~ event sparked a continuing effort for equal rights. Non-violent committees such as SNCC, and the SCLC kept organizing sit-ins, boycotts, and marches; forms of non-violent action that they hoped would help them win their rights and freedoms.

This event sparked a huge change in society in the north and south. After Eisenhower, Kennedy and other Presidents will continue their support and fight for black equality. While still today blacks are not treated equally in some areas of the south, the step Eisenhower made sparked the start of black freedom and equality.

Anchor Level 5-B

The response:

- Shows a thorough understanding of how President Dwight Eisenhower's decision to send troops to Little Rock, Arkansas, has influenced social change in American society
- Thoroughly addresses all aspects of the task evenly and in depth by discussing fully the historical circumstances surrounding President Dwight Eisenhower's decision to send troops to Little Rock, Arkansas (federal troops sent to ensure the safety of newly registered black students), showing how the event was intended to bring about important social change (Eisenhower intended to bring the start of change, to bring safety to the nine students), and evaluating the extent to which the event was successful in bringing about that change (this event sparked a huge change in society in the north and the south)
- Shows an ability to analyze and evaluate how this event has influenced social change in American society by including several important details (movement to civil rights for blacks has always been a long, successive struggle; the move for equal rights reached its height in the South during the 1950's and 1960's; even though the Little Rock Nine were admitted to the school they were emotionally, physically and verbally abused everyday; still today blacks are not treated equally in some areas of the South)
- Richly supports the theme with relevant facts, examples, and details (all-white Arkansas high school; killing of Emmett Till; horrendous crimes and racist actions taken against blacks; SNCC and SCLC organized sit-ins, boycotts, and marches, forms of non-violent action)
- 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 concludes with a summation of the theme

Conclusion: Overall, this response fits the criteria for Level 5. All three aspects of the task are fully addressed. Several analytical and evaluative comments are made. The details of the historical circumstances and the intentions of Eisenhower's decision are the strong points of this response.

During certain time periods in United States history, social change has erupted because of certain events in American Society. Many times in history an event can be life altering to society, on both a personal and national level. The development of the automobile was one of these significant life altering events that shaped society remarkably.

Families normally flourished within a 15 mile radius of their place of birth. People were very secluded because of limited and expensive means of transportation. This drastically changed with the development of the automobile and its introduction into society.

With a new expensive means of transportation at the average American's fingertips, many doors were opened. Women who had become mothers and were living the "American Dream" who could afford cars now were not trapped anymore. Travel and ~~leisure~~^{leisure} time were affected beyond the average American's comprehension.

First of all, travel was not considered so far away anymore. People could go to certain vacation spots in driving distance whenever they wanted to and at low, inexpensive after ~~be~~^{table} prices. This not only affected

~~Automobiles directly~~ Now a family bonding experience was driving around town with your family. It made other leisure activities seem obsolete because of the opportunities it provided.

Not only did the development of automobiles affect the American families in society directly, but also it drastically affected business too. With families having the means for inexpensive travel now available, they needed more places to shop, eat and stay at. This meant the introduction of more cheaper hotels and motels, and inexpensive eating venues popping up. More relatively cheaper vacation destinations opened up for the motorists such as Disneyland. These venues made this once dormant business section once only offered to the rich soar and become extremely successful and prosper.

In conclusion, during certain time periods in United States history, social change has erupted because of certain events in American society. People's lives were taken and completely turned around with the development of the automobile, it made life once again

an adventure and seem interesting. It opened up new mediums to explore and now become acquainted with. ~~Ques~~ Business also greatly being affected became more prosperous and exciting. Even in society today ~~a~~ certain events such as the computer becoming a necessity in the homes of Americans still affect the lives of American people greatly, as they did then.

Anchor Level 4-A

The response:

- Shows a good understanding of the theme of how development of the automobile has influenced social change in American society
- Addresses all aspects of the task, although the discussion is somewhat uneven
- Shows an ability to analyze and evaluate how this event has influenced social change in American society (social change has erupted because of certain events in American society; development of the automobile changed families from flourishing within a 15 mile radius of their place of birth; women were not trapped anymore; travel and leisure time were affected beyond the average American's comprehension; development of the automobile drastically affected business)
- Includes relevant facts, examples, and details (inexpensive means of transportation; women living the "American Dream"; people could drive to vacation spots; introduction of cheaper hotels and motels; inexpensive eating venues; Disneyland)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces and concludes the theme by establishing a framework that is beyond a simple restatement of the task

Conclusion: Overall, this response fits the criteria of Level 4. The discussion of the historical circumstances surrounding the development of the automobile is not as thorough as the discussion of the other two aspects of the task. This response includes several analytical and evaluative statements.

Throughout the history of the United States there have been certain events that ~~have~~ lead to social change in American society. These events occurred to bring about a specific change that was needed. Some of the society changing events haven't always been successful and some were a success. One event that was a turning point in US history was President Eisenhower's decision to send troops to Little Rock Arkansas.

During the 1950s African Americans ~~were~~ were unhappy with their position in society so they led a movement called the civil rights movement. As time progressed and the movement got stronger more and more things started to look brighter for the minority group. One of the factors that lead to Eisenhower's decision was the ~~decision~~ ^{ruling} made in the ^{supreme} Court case ~~of~~ Brown vs Board of Education which declared "separate but equal" unconstitutional. This decision gave African Americans the rights to go to any public place they desired. In Arkansas nine African American students were chosen to attend a former all-white school. Mobs formed around the school attacking anybody that passed by helping these children. President Eisenhower sent troops down to the Little Rock Highschool to show the white population that the government would stand by its decision that declared segregation unconstitutional. It was intended to also show that federal rulings were superior to state beliefs. The event was successful in aiding the civil rights movement. knowing that

they had the federal government supporting them African Americans saw the light at the end of a long and dark tunnel. ~~The~~ The decision gave the movement the strength it needed to continue until rights were given where ^{they were} needed.

In conclusion, certain events in history lead to the changing of American society. These events have been successful or failures. In the case of the sending of troops to Arkansas the result was successful. Eisenhower succeeded at proving his point and he also helped in giving ~~African~~ African Americans equality with his Act.

Anchor Level 4-B

The response:

- Shows a good understanding of the theme of how President Dwight Eisenhower's decision to send troops to Little Rock, Arkansas, has influenced social change in American society
- Addresses all aspects of the task, although the discussion is somewhat uneven
- Shows an ability to analyze and evaluate how this event has influenced social change in American society (some of the society changing events haven't always been successful; Eisenhower's decision was a turning point in U.S. history; civil rights movement got stronger; use of troops was intended to show the white population that the government would stand by its decision that declared segregation unconstitutional; Eisenhower's action gave light at the end of the tunnel for African Americans)
- Includes relevant facts, examples, and details (civil rights movement; *Brown v. Board of Education*; nine African American students wanted to attend a former all-white school; mobs formed around the school; success of this event led to continued civil rights movement)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces and concludes the theme by establishing a framework that is beyond a simple restatement of the task

Conclusion: Overall, this response best fits the criteria for Level 4. The discussion of the second and third aspects of the task is not as thorough as the discussion of the historical circumstances surrounding the event. The response includes several analytical and evaluative comments and supports the discussion with many specific facts, examples, and details.

Throughout the history of the United States, certain events have sparked social changes within American society. The views of people and their lifestyles are supplant to change by different actions. There has been many times that which the American society has changed drastically. ~~or~~ The passage of the Civil Rights Amendments had influenced the society.

The Civil Rights Amendments were passed shortly after the Civil War. These amendments to include the Thirteenth, Fourteenth, and Fifteenth Amendments. They abolished slavery, gave African Americans citizenship, and gave the male African Americans the right to vote. Before these amendments were passed, African Americans were treated as possessions. They weren't offered a change of equality, but after African Americans were on the road to equality.

Even though African Americans were free, they weren't given the same rights. Some states made laws that made voting for African Americans almost impossible. For example, the grandfather clause stated that one could vote only if ~~their~~^{his} grandfather was allowed to vote. Moreover, in the workplace,

African Americans were suppose to be equal, but that seldom occurred. In many places African Americans would receive lower wages and ~~to~~ possess lower positions. Thus, leaving the "good" positions for the white males. It was hard for many to believe that African Americans could be equal to them after all their years as slaves.

The period shortly after the passage of the Civil War Amendments was full of hatred toward African Americans. Over the years the situation between the two races has lessened as they have grown to live together. Even though discrimination against ~~the~~ African Americans still continue, to many people the issue is not a problem.

Actions like the passage of the Civil War Amendments usually affect ~~so~~ the American society. Some changes have been more drastic than others, but ~~the~~ the changes usually significant to the history of the United States. Actions have a way of arousing a change in the way people think and the way they believe.

Anchor Level 4-C

The response:

- Shows a good understanding of the theme of how the Civil War Amendments have influenced social change in American society
- Addresses all aspects of the task, although the discussion is somewhat uneven
- Shows an ability to analyze and evaluate how this event has influenced social change in American society (even though African Americans were free, they weren't given the same rights; they were seldom equal in the workplace; hard for many whites to believe that African Americans could be equal to them after all their years as slaves; over the years the two races have grown to live together; discrimination still continues)
- Includes relevant facts, examples, and details (13th, 14th, and 15th Amendments; grandfather clause; African American workers received lower wages and possessed lower positions; the period after the Civil War was full of hatred)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces and concludes the theme by establishing a framework that is beyond a simple restatement of the task

Conclusion: Overall, this response best fits the criteria for Level 4. While there is much analysis and specific detail, the discussion of how the event was intended to bring about social change is not as thorough as the discussion of the other two aspects of the task.

Throughout American History specific events have influenced social change in American Society. One of these events that has done this is the development of the automobile. The automobile helped people get out more and ~~helped them to get out more~~ ^{spread} apart families.

Before the automobile was developed people felt as if they were stuck in one area, the area in which they lived in. You couldn't just pack up your car and move to a different area, mainly because ~~they~~ there were no cars. You basically stuck in one area. Rarely people would move out and go abroad and explore regions they have heard about, it just wasn't done.

The ~~car~~ automobile wasn't developed to help tear apart families but it did. Sometimes a person might still live on a farm with their family and probably end up having a family there and living there and continued a trend. But now that there was an automobile a person could move out of his/her ~~the~~ parent's house and climb in a car and drive to a different place and live there. ~~Let's say~~ Within time their kids will move away and their kids after them so in the end you could have a family spread throughout the whole nation. Cars also allowed people to go out and just drive to different sites, now people ~~are~~ started getting out of the house.

This event has been very successful at

alluring people to get out and having families spread out. Now and days days when ever there is an extended vacation people go out driving to camps or historical sites or ~~even~~ even to see family who lives ~~so~~ far away from them ~~so~~ so it is successful ~~at~~ in both perspectives

~~and~~ Automobiles have become a main part in living. It is like having car ~~to~~ now, it is a necessity. Cars are to this date still used to go see family and to get out of the house to see different places.

Anchor Level 3-A

The response:

- Shows a satisfactory understanding of the theme of how development of the automobile has influenced social change in American society
- Addresses all aspects of the task in a limited way
- Shows an ability to analyze and evaluate how this event has influenced social change in American society (automobile helped people get out more and spread apart families; before the automobile you were basically stuck in one area; development of the automobile had the unforeseen effect of tearing families apart; development of the automobile has been very successful; automobile has become a necessity)
- Includes some facts, examples, and details without fully discussing them (before the automobile, people didn't go out and explore regions they had heard about; with the automobile, kids can move out of the parent's house; families could be spread throughout the whole nation; extended vacation options)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces and concludes the theme by going beyond a simple restatement of the task

Conclusion: Overall, this response best fits the criteria for Level 3. There is some discussion and analysis of all three aspects of the task. However, this response lacks the level of detail that would be characteristic of a higher level response.

Often times in history, significant events have changed the ^{entire} culture of their societies.

It is certainly true in American history.

The ~~pass~~ end of the Civil War brought along many social changes ~~in so amongst~~ amongst both blacks & whites. The passage of the 16th, 17th, & 18th Amendments, ~~gave~~ which freed the blacks & also gave them the right to vote changed the ~~best~~ way Americans lived with each other. The social changes were certainly not welcomed by all Americans yet it changed the way Americans continued to live.

After the Civil War, blacks were considered free citizens. Lincoln's Emancipation Proclamation started the trend of black equality when he declared all blacks (in rebelling states) free. The war liberated all blacks in America with the regard to the fact that it was ~~unfair~~ inhuman & "un-American" to enslave another human. Freeing the slaves would continue the democratic ideals that ~~the~~ the Founding Fathers used as pillars of our society. The event changed ~~how~~ the face of American Society.

Although the Amendments were intended to liberate blacks in a more successful society, Southern states found ways to counterattack

the Amendments & keep blacks a rank below the whites. With the passage of Jim Crowe laws like the Grandfather clause, Southerners kept blacks from participating in the government. Although the Amendments were meant to free the blacks they were certainly not equal to whites in many aspects until after the civil rights movements.

The end of the Civil War ~~made~~^{caused} many changes in American societies as they had to live together, yet the ~~society~~ American Society would continue to be a segregated one for decades to come.

Anchor Level 3-B

The response:

- Shows a satisfactory understanding of the theme of how the Civil War Amendments have influenced social change in American society
- Addresses all aspects of the task in a limited way
- Shows an ability to analyze and evaluate how this event has influenced social change in American society (Civil War brought along many social changes amongst both blacks and whites; social changes were not welcomed by all Americans; African Americans were not equal to whites until after the civil rights movement)
- Includes some facts, examples, and details without fully discussing them (Emancipation Proclamation; Founding Fathers; Jim Crow laws; grandfather clause) and contains some inaccuracies (16th, 17th and 18th Amendments)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces and concludes the theme by going beyond a simple restatement of the task

Conclusion: Overall, this response best fits the criteria for Level 3. All three aspects of the task are addressed in a limited way. Although several facts and details are mentioned, the limited discussion counters the overall quality of the introduction and conclusion.

The things we do here in the present direct the course of the future. Social change is brought about by most major event in history. ~~it is~~ Some affect it more than others, such as the passage of the Eighteenth Amendment which banned the production, solicitation, and consumption of alcoholic beverages in the United States.

World War I had uncovered many social problems inherent in the world. Politicians, activists, and religious leaders believed that many of these were the result of alcohol-induced foolishness. Women's suffrage workers also had prohibition on their agenda. These people managed to have the Eighteenth Amendment ~~to~~ to the Constitution passed, thus instituting a ban on alcohol.

This was meant to improve American society, but the effects of prohibition were far from what lawmakers must have expected. Liquor still made its way into bars, homes, and clubs. Organized crime reached its peak while making huge profits off of bootlegging. Protection money was paid to bosses by local shop owners.

Also, a new counter-culture developed around prohibition. Illegal bars called speakeasies became the centers for youthful debauchery. Young women wore loose dresses that only went down a little past their knees <gasp>

Anchor Level 3-C

The response:

- Shows a satisfactory understanding of the theme of how passage of the 18th Amendment [National Prohibition] has influenced social change in American society
- Addresses all aspects of the task in a limited way
- Shows an ability to analyze and evaluate how this event has influenced social change in American society (World War I uncovered many social problems; the effects of prohibition were far from what lawmakers must have expected)
- Includes some facts, examples, and details without fully discussing them (18th Amendment banned the production of alcoholic beverages; women suffrage workers also had prohibition on their agenda; organized crime; bootlegging; speakeasies; and women wore loose dresses) and contains some inaccuracies, e.g., solicitation and consumption of alcoholic beverages were not banned by the 18th Amendment
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by going beyond a simple restatement of the task but lacks a conclusion

Conclusion: Overall, this response best fits the criteria for Level 3. Although all three aspects of the task are discussed, there is very little analysis. Details are mentioned rather than discussed.

Throughout history changes have always been made ~~at that~~ that have effected the social behaviors of Americans. They may have changed the way people worked or the way that they lived.

During the early 1900's the first automobiles were developed. At first they were awkward and impractical but after later advancements they became popular and changed American life.

People now had a faster and more easy way to travel ~~to~~ long distances. Almost ~~immediately~~ immediately people began to be more mobile. The U.S. itself greatly. Everyone had their own private form of transportation. Many people took advantage of the new form of transportation and now everyone was moving about

The invention of the automobile completely changed the ~~only~~ way we live. ~~With the~~ ~~the~~ invention people were now moving off to far and distant places.

Anchor Level 2-A

The response:

- Shows limited understanding of the theme of how development of the automobile has influenced social change in American society
- Attempts to address two aspects of the task
- Contains little analysis or evaluation (first automobiles were awkward and impractical until later advancements; people became more mobile) and contains some faulty analysis (everyone had their own private form of transportation; now everyone was moving about)
- Includes few facts, examples, and details (people now had a faster and more easy way to travel long distances)
- Demonstrates a general plan of organization
- Introduces the theme by repeating the task and concludes with a summation of the theme

Conclusion: Overall, this response best fits the criteria for Level 2. The response lacks specific information to discuss the general statements and does not deal with how the development of the automobile was intended to bring about specific change.

The United States is an ever changing world. With each decade a new social change has taken place. Many women of the ^{early} United States had little or no rights. However by passage of the Nineteenth Amendment women were guaranteed the right to vote.

In the United States, women were thought of only as a housewife. Women stayed at home to take care of the home and children. They were unable to work, vote, or own land. But a woman's role changed. During wartime men left jobs open for the women to take.

Women like Susan B. Anthony worked to gain the right to vote for women. By having the right to vote, women believed they could have a say in government. Women wanted to achieve equality in the workplace, gain influence in the government.

The right to vote didn't change the women's world right away. Sexism which separated the work for women and men still existed. Women have had to work harder for equality. They wanted to create an ^{anti-}discrimination amendment according to all sex, race, or religion. It however never happened.

Social change takes decades to accomplish. The United States in the 21st century still has to improve. Many changes are still to come in the future.

Anchor Level 2-B

The response:

- Shows limited understanding of the theme of how passage of the 19th Amendment [women's suffrage] has influenced social change in American society
- Attempts to address all aspects of the task
- Contains little analysis and evaluation of how this event has influenced social change in American society (with each new decade social change has taken place; women believed they would have a say in government; right to vote didn't change the women's world right away)
- Includes some facts, examples, and details (Susan B. Anthony; proposed anti-discrimination Amendment; sexism), and includes some inaccuracies (women were unable to work, vote or own land before passage of the 19th Amendment)
- Demonstrates a major weakness in organization and lacks focus
- Contains both an introduction and conclusion that relate to the theme

Conclusion: Overall, this response best fits the criteria for Level 2. Facts are mentioned without explanation and do not make clear which aspect of the task is being addressed.

At times in United States history, certain events like Social Security Act (1935) have influenced social change in America society.

~~Social Security Act was establish in 1935. The Congress realized that people need more protection and help. The Social Security Act was the one who can protect people from work, and help the unemployment.~~

The Social Security Act was established during the Great Depression. ~~the nation was the~~ It was a hard time for the nation. So the President Roosevelt pushed the Congress to pass the Social Security Act.

This Act help the people whose injured during the work, and the unemployment insurance. And people whose ^{over} 62 year-old they can get the ~~retai~~ retirement from the federal government. When the Social Security Act was established the people feel that ~~they they they the~~ the nation is doing better and ~~their rights~~. ~~the Government protect people~~

The Social Security Act ~~is it has~~ was the great successful ~~for the~~ in bringing about the social changes. It's help the economics and people's life, and their work insurances.

Anchor Level 2-C

The response:

- Shows a limited understanding of the theme of how passage of the Social Security Act (1935) has influenced social change in American society
- Attempts to address some aspects of the task but in a very limited way
- Contains little analysis or evaluation of this event (Depression was a hard time for the nation; this law helped the economy and people's lives)
- Includes few facts, examples, and details (President Roosevelt; law helps people injured during work, unemployment insurance and retired people over age 62)
- Demonstrates a general plan of organization
- Introduces the theme by repeating the task and lacks a conclusion

Conclusion: Overall, this response best fits the criteria for Level 2. There is little analysis, and facts are provided without being discussed or explained. The last paragraph is an attempt to evaluate the success of the Social Security Act.

At times in United States history, certain events have influenced social change in American society.

One of the events in United States that influenced social change was the development of the automobile. The development of the automobile influenced social change by the transportation got easier and they had an easier time transporting from place to place. The event was successful because people bought cars and they traveled a lot and they knew what they wanted and wanted to go.

In conclusion, the development of the automobile influenced social change and now more people are starting to travel and it made transportation easier by driving instead of walking.

Anchor Level 1-A

The response:

- Shows a very limited understanding of the theme of how development of the automobile has influenced social change in American society
- Attempts to address the task with little success
- Lacks an analysis or evaluation of this event
- Includes few relevant facts, details, or examples (transportation got easier; easier time transporting from place to place)
- Demonstrates a general plan of organization but lacks focus
- Contains both an introduction and conclusion that refer to the theme

Conclusion: Overall, this response best fits the criteria for Level 1. Although there is an introduction and conclusion, there is very limited content information. A result of the development of the automobile and its success are mentioned but the historical circumstances are not.

At certain times in United States history there have been events that influence social change in American society. Some of the resulting changes have been good and some have not. Either way they have brought about a marked change in society.

One such event was President Dwight Eisenhower's decision to send troops to Little Rock, Arkansas. At that time the United States Supreme Court had decided that separate but equal was not equal and that schools should no longer be segregated. People went along with

Anchor Level 1-B

The response:

- Shows a very limited understanding of the theme of how President Dwight Eisenhower's decision to send troops to Little Rock, Arkansas, has influenced social change in American society
- Attempts to address the different aspects of the task with little success
- Lacks an analysis or evaluation of this event
- Includes few relevant facts, details, or examples (Supreme Court decision that separate was not equal)
- Demonstrates a major weakness in organization
- Introduces the theme by repeating the task but fails to summarize the theme

Conclusion: Overall, this response best fits the criteria for Level 1. The response begins to address the historical circumstances surrounding President Dwight Eisenhower's decision to send troops to Little Rock, Arkansas but fails to complete the task.

There have been certain events which have come about during U.S. history which have required us to change socially. One monumental event, would be the U.S. entrance into ~~the~~ WWII.

When the United States entered the war due to the bombing at Pearl Harbor, people were at a height of wanting to change. Many people had new ideas, they wanted to ~~every~~ fight in the first place, but since they had to many people offered assistance at ALL COSTS. This was a total war, war efforts came first monopolizing the country socially, politically and economically. With the men off at work, women stepped out of the 'home' into the work force, performing jobs once only held by men just as building tank, working

on assembly lines etc. (later prompting the feminist mov't). Women also participated in pastimes once dominated by men such as the National Women's Softball League. Also going on during wartime, Meatless Wednesdays, ~~and~~ etc. were used to conserve resources. People set up Victory Gardens, women didn't wear panty-hose (nylon was used for war), people ~~we~~ changed from this women & children developed a more vital role in society. And after the end of the war the baby boom generation carried out further change.

Thus, changes were rapid & very significant, later prompting further events leading our country to where it is today.

At times in U.S. history, certain events have influenced social change in American society. One major change was the passage of the Nineteenth Amendment, which granted women the right to vote.

~~W~~ Throughout history women were always considered subordinate to men. During the Progressive Era, women ~~str~~ struggled to gain the right to vote. African American men were granted suffrage, and women were on the forefront for change. Congress finally passed an amendment which granted women's suffrage. This ~~amendment~~ ^{change} is called the Nineteenth Amendment. This event was intended to grant women a say in government which was predominately male-based.

Today, women across the United States ~~st~~ have a say in government. Some women even hold office in government. The 19th amendment brought about

a great change in government. By voting, women can now choose what issues may be important to them, such as abortion.

Women have come a long way from gaining the right to vote to holding office in Congress. Many times one might take this liberties for granted, but we all have to remember the struggle for women's suffrage.

Throughout United States history women have been gaining respect as a whole. At first they had just about no rights but because of ^{the} Women's Suffrage Movement people started taking a stand for their rights.

Men ~~have~~ were the dominant race and believed that they were superior. They held high offices and were the source of where money came from. The woman's job was to stay at home with the children and basically be a housewife. When the World War II came about many men left to join the army and jobs were left unattended. Women started taking the open jobs as a source of money. They became very helpful and good workers. When the war ended and the men came back from fighting, they wanted their jobs back. Women were forced to go back to the home and give up their jobs. Many women wanted to work. They felt important.

Many organizations formed to make women's opinions heard. ~~A~~ Some women formed their own businesses and started making so much commotion and started getting recognition. Women believed that if they could work at jobs, and live by themselves, and pay for themselves, then they should get

Thematic Essay—Practice Paper – C

the right of ~~who~~ voting. They should be able to vote ~~who~~ will be the President.

After many Protest and provocative arguments the Nineteenth Amendment was passed. This granted women's suffrage, otherwise known as women allowed to vote.

Socially women gained respect and definitely changed their social ~~status~~ status over a period of 20 years. IF women could gain the right to pick the most powerful leader of their country from not even being able to work, then they have brought about change in American Society.

Thematic Essay—Practice Paper – D

One event that has influenced United States social change was World War II. It made people change their way of life. They made people go to war and separate happy homes because of war.

The war would cause people to ration their ~~to~~ supplies

At times in United States History, certain events have led to the passage of laws that create social or economic change. There are many reasons why this happens. Perhaps a war is going on. Maybe ~~people~~^{thousands} of people lobby for the certain change. It could even be that the government wants to change something because it believes it will make the country a better place. One event that caused great social and economic change in our country's history was the Civil War.

It began in 1861, when the Confederates fired on Fort Sumter. After four years of bloody fighting which took over 618,000 American lives, the war between the states was over. Having millions of dollars of damage done on both sides, President ~~Lincoln~~^{Johnson} began Reconstruction, a program to rebuild the country and unite it once again. It helped to stabilize food prices that had escalated during the war. It also created thousands of jobs, because entire cities had been leveled in the fighting, and needed to be rebuilt. It also led to the expansion of railways, which helped farmers and cattle herders transport their goods a lot faster. Many more economic reforms had been passed and enacted before Reconstruction ended in 1877.

A great deal of social change occurred after the Civil War as well. Almost all of the changes occurred in the South. The passage of the 13th Amendment, which prohibited slavery, was one of the

biggest changes. The 14th Amendment, which protected them under the law, also helped the recently freed ex-slaves. There was also the 15th Amendment, which guaranteed the blacks the right to vote. Big changes occurred for women as well. Women began to fight for equal rights around this time. Feminism popped up in many states, especially in the North. Although they wouldn't get what they were fighting for until the 1900's, that didn't deter the determined women a bit. The conditions for the poor, children and the laborers were also re-examined and dealt with later on.

At times in United States History, certain events can fuel social and economic change. Although the Civil War was a disaster for the country, it was also a boon, as many things would have stayed the same if the fighting had never taken place.

Practice Paper A—Score Level 3

The response:

- Shows a satisfactory understanding of the theme of how United States entry into World War II influenced social change in American society
- Addresses fully two aspects of the task
- Shows an ability to analyze and evaluate how this event has influenced social change in American society (the war monopolized the country socially, politically and economically; with the men off at work, women stepped out of the home and into the workforce; later prompting the feminist movement; baby boom generation after the war carried out further change)
- Includes some facts, examples, and details without fully discussing them (Pearl Harbor bombing; types of jobs held by women during the war; national women's softball league; wheatless Wednesdays and victory gardens; women not wearing pantyhose, nylon was used for war); contains a minor inaccuracy (identifying pantyhose instead of nylon stockings)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by repeating the task and concludes by going beyond a simple repeating of the theme

Conclusion: Overall, this response best fits the criteria for Level 3. Although the event discussed is not one of the suggested examples, this is acceptable. However, the content of the response meets only the criteria for level 3. The response does not address how the event was intended to bring about social change. Numerous social and economic changes are mentioned but are not discussed.

Practice Paper B—Score Level 3

The response:

- Shows a good understanding of the theme of how the passage of the 19th Amendment has influenced social change in American society
- Addresses all aspects of the task, although the discussion is somewhat uneven
- Shows an ability to analyze and evaluate how this event has influenced social change in American society (throughout history women were always considered subordinate to men; 19th Amendment was intended to grant women a say in government which was predominately male-based; by voting, women can now choose what issues may be important to them; women have come a long way from gaining the right to vote to holding office in Congress)
- Includes relevant facts, examples, and details (Progressive Era; African Americans were granted suffrage; women hold government office; abortion as issue important to women; struggle for women's suffrage)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme with a simple restatement of the task and concludes with a summation that goes beyond a simple restatement of the theme

Conclusion: Overall, this response best fits the criteria for Level 3. The discussion of how the event was intended to bring about specific change is not very thorough. There is, however, some analysis and some specific details to support the theme.

Practice Paper C—Score Level 2

The response:

- Shows a limited understanding of the theme of how passage of the 19th Amendment [women's suffrage] has influenced social change in American society
- Attempts to address some aspects of the task
- Contains a faulty analysis of this event (the role of women in World War II as a major factor contributing to passage of the 19th Amendment)
- Includes relevant and accurate facts, examples and details (19th Amendment was passed after many protest and provocative arguments) and contains irrelevant information (the role of women during World War II)
- Demonstrates a general plan of organization
- Introduces the theme by establishing a framework that is a little beyond a simple restatement of the task but lacks a conclusion

Conclusion: Overall, this response best fits the criteria for Level 2. The response implies that the 19th Amendment was added after World War II and the facts mentioned deal with World War II rather than World War I. The last paragraph is an attempt to evaluate the success of the 19th Amendment.

Practice Paper D—Score Level 1

The response:

- Shows a very limited understanding of the theme of how United States involvement in World War II has influenced social change in American society
- Attempts to address the different aspects of the task with little success
- Lacks an analysis or evaluation of this event
- Includes few relevant facts, details, or examples (separated happy homes; rationing)
- Demonstrates a major weakness in organization
- Contains a very simplistic introduction and lacks a conclusion

Conclusion: Overall, this response best fits the criteria for Level 1. A few facts are mentioned that are related to the topic of how United States involvement in World War II might have brought about social change in American society, but the essay is incomplete.

Practice Paper E—Score Level 3

The response:

- Shows a satisfactory understanding of the theme of how the passage of the Civil War Amendments has influenced social change in American society
- Addresses all aspects of the task in a limited way
- Shows an ability to analyze and evaluate how this event has influenced social change in American society (almost all of the changes occurred in the South; big changes occurred for women)
- Includes some facts, examples, and details (Fort Sumter; four years of fighting, with over 618,000 American lives lost and millions of dollars of damage; President Johnson and Reconstruction program; end of Reconstruction in 1877; 13th, 14th and 15th Amendments; feminism)
- Is a satisfactorily developed essay, demonstrating a general plan of organization, but does not clearly focus on topic
- Introduces the theme with a paragraph that changes the focus of the topic and concludes by going beyond a simple restatement of the theme

Conclusion: Overall, this response best fits the criteria for Level 3. The student clearly states that the response will be about social **and economic** change in the first paragraph. However, since the focus of this essay is on social change, the second paragraph that deals with economic change is not addressing the topic. Many details are mentioned about social change, but the evaluation of these is minimal.

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

Document 1

For half a century after Lewis and Clark's expedition, the Great Plains aroused little interest in the young nation. The plains were too dry for agriculture, people said. They were barren, forever a wasteland at the center of the continent.

These ideas began to change in the years leading up to the Civil War. As the railroads were built westward, Americans realized how wrong they had been about the plains. Settlers in Kansas found no desert, but millions of acres of fertile soil. Cattlemen saw an open range for millions of cattle, a land of opportunity larger than even the Lone Star State. Of course, the plains were already inhabited by buffalo and Indians. But these meant little to the newcomers. Civilization, they believed, demanded that both be swept away and the land turned to "useful" purposes. How this came about is one of the saddest chapters in our history. . . .

Source: Albert Marrin, *Cowboys, Indians, and Gunfighters*,
Atheneum

1 According to this passage, how did the use of the railroads change people's opinions about the Great Plains?

Score of 1:

- States one way the use of railroads changed people's opinions about the Great Plains
Examples: the Great Plains were not all desert; fertile soil; there was open range for cattle; it was a land of opportunity

Score of 0:

- Incorrect response
Examples: they were less interested in the plains; settlers discovered the Indians
- Vague response that does not answer the question
Example: Americans were wrong
- No response

Document 2

It was with a shock of abhorrence, therefore, that they discovered in 1871 the presence of railroad surveyors running a line through the valley of the Yellowstone. With Sitting Bull's approval, the young warriors immediately began a campaign of harassment, first letting the intruders know that they were not wanted there, and then driving them away. The reason the surveyors had come into this area was that the owners of the Northern Pacific Railroad had decided to change its route, abandoning the line through previously ceded lands and invading unceded lands without any consultation with the Indians. In 1872, the surveyors accompanied by a small military force came back to the Yellowstone country, and again Sitting Bull's followers drove them away. . . .

Source: Dee Brown, *Hear That Lonesome Whistle Blow*,
Henry Holt and Co.

2 According to this document, why were Native American Indians hostile to the surveyors?

Score of 1:

- States one reason Native American Indians were hostile to the surveyors
Examples: they were invading their land without their consent; the railroad route was changed from ceded to unceded lands; there were no consultations; agreements were broken

Score of 0:

- Incorrect response
Examples: surveyors were harassing them; Sitting Bull approved the surveyors
- Vague response that does not answer the question
Examples: the routes; the change
- No response

Document 3



Source: Denver Public Library

3 What does this illustration show about the effect of the railroads on the buffalo herds?

Score of 1:

- States one effect of the railroads on the buffalo herds
Examples: the herds were destroyed; railroad patrons shot the buffalo; tourists shot the many buffalo

Score of 0:

- Incorrect response
Examples: railroads run over buffalo; railroads encourage fights among buffalo
- Vague response that does not answer the question
Example: the buffalo run from the trains
- No response

Document 4

If nineteenth-century Monterey County owed much to the coming of the railroads, Santa Cruz County owed everything, for railroads constructed during the 1870s tied together the isolated communities along the north coast of Monterey Bay and launched an era of unparalleled development. . . .

Between 1875 and 1880 the Chinese built three separate railroads, laid forty-two miles of track, and drilled 2.6 miles of tunnels to stitch Santa Cruz County together and attach it permanently to the world beyond the Santa Cruz Mountains. The Chinese contributed not only their muscle and sweat, but their lives. At least fifty Chinese were killed in accidents while building those railroads. For every mile of railroad, one Chinese died. . . .

Chinese railroad workers on the Santa Cruz Railroad worked six ten-hour days a week and were paid one dollar a day. Two dollars per week was deducted from their pay for food, while expenses such as clothing and recreation chipped away at the remaining four dollars so that they averaged three dollars per week profit. . . .

Source: Sandy Lydon, *Chinese Gold: The Chinese in the Monterey Bay Region*, Capitola Book Company

4a According to this document, how did railroad development help Monterey and Santa Cruz counties?

Score of 1:

- States one way railroad development helped Monterey and Santa Cruz counties
Examples: tied together isolated communities; launched economic development

Score of 0:

- Incorrect response
Examples: the pay was good; the counties paid for the railroads
- Vague response that does not answer the question
Example: railroads were constructed
- No response

4b Based on this document, state *one* working condition the Chinese experienced as they built the railroads.

Score of 1:

- States one specific working condition the Chinese faced as they built the railroads
Examples: long hours; low wages; dangerous work; accidents; danger of losing their lives; physically difficult work; money deducted for food; working built up their muscles

Score of 0:

- Incorrect response
Examples: Chinese died; paid \$6 per day
- Vague response that does not answer the question
Example: conditions
- No response

Document 5

Rich Farming Lands!
For Sale **VERY CHEAP** by the
Union Pacific Railroad Company

The Best Investment! No Fluctuations!
Always Improving in Value.
The Wealth of the Country is made by the advance in
Real Estate.

NOW IS THE TIME!
MILLIONS OF ACRES
Of the finest lands on the Continent, in Eastern Nebraska,
now for sale, **Many of them never before in Market**, at
prices that **Defy Competition**.
*FIVE AND TEN YEARS' CREDIT GIVEN, WITH
INTEREST AT SIX PER CENT.*
The Land Grant Bonds of the Company *taken at par* for
lands. ➔ Full particulars given, new Guide with new
Maps mailed free.

THE PIONEER
A handsome illustrated paper, containing the Homestead
Law, sent free to all parts of the world. Address
O.F. DAVIS,
Land Commissioner U.P.R.R.,
Omaha, Neb.

— 19th-century broadside (adapted)

5 According to the suggestions in this advertisement, how did railroads encourage settlement of the West?

Score of 1:

- Identifies one way this railroad encouraged settlement of the West
Examples: this railroad advertised cheap land; it sold farmland; it gave credit to purchase land

Score of 0:

- Incorrect response
Examples: railroads gave away free land; the value of railroad land was declining
- Vague response that does not answer the question
Example: they told people to come

No response

Document 6

... That year (1877) there came a series of tumultuous strikes by railroad workers in a dozen cities; they shook the nation as no labor conflict in its history had done.

It began with wage cuts on railroad after railroad, in tense situations of already low wages (\$1.75 a day for brakemen working twelve hours), scheming and profiteering by the railroad companies, deaths and injuries among the workers—loss of hands, feet, fingers, the crushing of men between cars.

At the Baltimore & Ohio station in Martinsburg, West Virginia, workers determined to fight the wage cut went on strike, uncoupled the engines, ran them into the roundhouse, and announced no more trains would leave Martinsburg until the 10 percent cut [in pay] was canceled. A crowd of support gathered, too many for the local police to disperse. B. & O. officials asked the governor for military protection, and he sent in militia. A train tried to get through, protected by the militia, and a striker, trying to derail it, exchanged gunfire with a militiaman attempting to stop him. The striker was shot in his thigh and his arm. His arm was amputated later that day, and nine days later he died.

Six hundred freight trains now jammed the yards at Martinsburg. The West Virginia governor applied to newly elected President Rutherford Hayes for federal troops, saying the state militia was insufficient. In fact, the militia was not totally reliable, being composed of many railroad workers. Much of the U.S. Army was tied up in Indian battles in the West. Congress had not appropriated money for the army yet, but J. P. Morgan, August Belmont, and other bankers now offered to lend money to pay army officers (but no enlisted men). Federal troops arrived in Martinsburg, and the freight cars began to move. . . .

Source: Howard Zinn, *A People's History of the United States*,
Harper Collins Publishers

6 According to this passage, why did the railroad workers go on strike in 1877?

Score of 1:

- States one reason railroad workers went on strike in 1877
Examples: wage cuts; long hours; low wages; too many deaths and injuries among workers

Score of 0:

- Incorrect response
Examples: the governor told them to strike; federal troops arrived
- Vague response that does not answer the question
Examples: the situation was tense; the union told them to
- No response

Document 7

The policy which has been pursued has given us [the United States] the most efficient railway service and the lowest rates known in the world; but its recognized benefits have been attained at the cost of the most unwarranted discriminations, and its effect has been to build up the strong at the expense of the weak, to give the large dealer an advantage over the small trader, to make capital count for more than individual credit and enterprise, to concentrate business at great commercial centers, to necessitate combinations and aggregations of capital, to foster monopoly, to encourage the growth and extend the influence of corporate power, and to throw the control of the commerce of the country more and more into the hands of the few. . . .

Source: United States Senate, Select Committee on Interstate Commerce, 1886

7 According to this document, how did the railroad owners engage in unfair business practices?

Score of 1:

- States one way the railroad owners engaged in unfair business practices
Examples: formed monopolies; took advantage of small businesses; kept commerce in the hands of a few; discriminated against the weak;

Score of 0:

- Incorrect response
Examples: provided efficient railway service; small traders were treated better than large traders; everyone was treated equally
- Vague response that does not answer the question
Examples: they concentrated; corporate power

No response

Document 8

We believe that the time has come when the railroad corporations will either own the people or the people must own the railroads; and, should the government enter upon the work of owning and managing all railroads, we should favor an amendment to the Constitution by which all persons engaged in the government service shall be placed under a civil service regulation of the most rigid character, so as to prevent the increase of the power of the national administration by the use of such additional government employees. . . .

Transportation, being a means of exchange and a public necessity, the government should own and operate the railroads in the interest of the people. . . .

Source: Populist Party Platform, 1892

8 According to the Populist Party platform, why should the government own the railroads?

Score of 1:

- States one reason the Populists believed the government should own the railroads
Examples: trains are a public necessity; railroads should be run in the public interest; railroads should not own the people

Score of 0:

- Incorrect response
Examples: people must own the railroads; it's transportation
- Vague response that does not answer the question
Example: the time has come
- No response

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

Historical Context:

Extensive railroad construction in the 1800s transformed the United States by linking sections of the nation. This transformation had both positive and negative effects.

Task: Discuss the positive effects and the negative effects of railroads in the United States during the 1800s

Key Ideas from Documents

Positive Effects of Railroads during the 1800s
Brought settlers to the West (doc 1, doc 5)
Allowed expansion of farming (doc 1, doc 5)
Developed cattle industry (doc 1)
Tied communities together, encouraged economic development (doc 4)
Provided jobs for Chinese immigrants (doc 4)
Made cheap land available with easy credit terms (doc 5)
Provided efficient railroad service and low rates (doc 7)
Contributed to industrial growth (doc 7)
Became a public necessity as a means of exchange (doc 8)

Negative Effects of Railroads during the 1800s
Disrupted Native-American lives (doc 2, doc 3)
Created conflicts with Native-Americans (doc 2)
Destroyed buffalo herds (doc 3)
Exploited Chinese immigrant workers (low pay, long hours, dangerous working conditions) (doc 4)
Exploited railroad workers (low wages, long hours, poor working conditions) (doc 6)
Caused violent strike that federal troops broke at the request of railroad owners and politicians (doc 6)
Benefited larger businesses at the expense of smaller businesses (doc 7)
Gave control of commerce to a few (doc 7)
Operated railroads in the interest of the corporations and not the people (doc 8)

Scoring Notes:

1. At levels 5 and 4, *at least two* positive and *two* negative effects of railroads on the United States must be discussed.
2. The discussion must include positive and negative effects **from the 1800s only**.

Score of 5:

- Thoroughly addresses all aspects of the task by discussing *at least two* positive and *two* negative effects of railroads on the United States during the 1800s
- Incorporates accurate information from at least **five** documents (see Key Ideas Chart)
- Incorporates relevant outside information related to the positive and negative effects of railroads on the United States during the 1800s (see Relevant Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, and is more analytical than descriptive such as relating unwarranted discriminations to rebates, short hauls versus long hauls, pooling *or* relating interest in the Great Plains to manifest destiny and territorial acquisitions
- 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 historical context and concludes with a summation of the theme

Relevant Outside Information

(This list is not all-inclusive.)

Positive Effects of Railroads during the 1800s
Manifest destiny continued as a concept
New territories acquired (Louisiana Purchase, Mexican Cession, Gadsden Purchase)
“Cattle Kingdom” developed
James J. Hill’s Great Northern Railroad played a role in the development of the Northwest
Transcontinental railroad completed in 1869
Homestead Act attracted settlers and speculators
Workers recognized necessity of joining labor unions to advance their cause (American Railway Union; Eugene Debs and others)
Railroads contributed to the development of the continental economy
Railroads played a key role in industrialization (oil, steel)
Farmers organized to protest railroad abuses (Grange, Populist Party as a third party movement)
Interstate Commerce Act passed
Railroad consolidation led to more efficiency

Negative Effects of Railroads during the 1800s
Manifest destiny continued as a concept
Railroad expansion led to wars with Native Americans
Native Americans moved to reservations
Native-American leaders became more assertive and aggressive about defending their way of life
Dawes Act passed
<i>Century of Dishonor</i> written by Helen Hunt Jackson
Practices of railroads became abusive (rebates, price discrimination, pooling, long haul versus short haul rates)
Ignored what slaughter of the buffalo meant to the tribes of the Great Plains (cultural genocide)
Violent railroad strikes triggered by worker exploitation (Pullman strike)
Nativists in California pressured Congress to restrict Chinese immigrants (Chinese Exclusion Act)

Score of 4:

- Addresses all aspects of the task by discussing *at least two* positive and *two* negative effects of railroads on the United States during the 1800s, although treatment of the different aspects of the task may be uneven
- Incorporates accurate information from at least **five** documents
- Incorporates relevant outside information related to the positive and negative effects of railroads on the United States during the 1800s
- Includes relevant facts, examples, and details but may be more descriptive than analytical, mentioning examples rather than explaining them such as mentioning the destruction of the buffalo but not discussing its impact on the cultural life of the Native American *or* mentioning Native-American conflicts but not discussing their extent or their impact on life on the Great Plains
- Is a well-developed essay, demonstrating a logical and clear plan of organization, but may use the documents in a less integrated manner than in a Level 5 response
- Introduces the theme by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Score of 3:

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

Some Examples of Limited Treatment of Task for Level 3

- | |
|--|
| <ol style="list-style-type: none">1. Thoroughly discusses one positive and one negative effect of railroads on the United States during the 1800s, applying Level 5 criteria2. Thoroughly discusses <i>either</i> two positive <i>or</i> two negative effects of railroads on the United States during the 1800s, applying Level 5 criteria3. Discusses two positive effects and one negative effect of railroads on the United States during the 1800s4. Discusses two negative effects and one positive effect of railroads on the United States during the 1800s |
|--|

Score of 2:

- Attempts to address some aspects of the task
- Makes limited use of the documents *or* may only restate the contents of the documents
- Presents little or no relevant outside information
- Includes few facts, examples, and details and may include some inaccuracies
- May demonstrate a major weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed
- May lack an introduction and/or a conclusion *or* these elements may not refer to the theme of positive and negative effects of railroads on the United States during the 1800s

Some Examples of Limited Treatment of Task for Level 2

- | |
|--|
| <ol style="list-style-type: none">1. Discusses one positive and one negative effect of railroads on the United States during the 1800s2. Discusses two positive effects <i>or</i> two negative effects of railroads on the United States during the 1800s |
|--|

Score of 1:

- Shows limited understanding of the task, minimally discussing *at least* **one** positive *or* **one** negative effect of railroads on the United States during the 1800s
- Makes vague, unclear references to the documents
- Presents no relevant outside information
- Includes few or no accurate or relevant facts, details, and examples
- May demonstrate a major weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed
- May lack an introduction and/or a conclusion *or* these elements may not refer to the theme of positive and negative effects of railroads on the United States during the 1800s

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

Extensive railroad construction during the latter part of the 19th century influenced many facets of American society and political infrastructure. The building of the railroads brought many American communities together and forged an economic and social alliance between the North and West parts of the country. Although railroads improved the lifestyles of many Americans, it also had detrimental effects on small merchants, farmers and Native Americans. Historians argue that while railroads may have increased the industrialization rate in this country, it also led to sectional differences that left their marks throughout and after the Civil War.

The railroads were beneficial to the settlement of the Great Plains and improvement of transcontinental transportation. The railroads led tracks into the Great Plains and provided opportunities for farmers and ranchers since the land was fertile and rich with minerals. (Doc 1) The construction of railroads provided jobs for many immigrants, especially the Chinese. Industrialization grew rapidly with the rise of the railroads. (Doc 4) Many isolated communities were brought together, and the lonely pioneer life changed as railroads introduced mailing systems to the West. People who were trying to escape the harsh urban life in the North could settle on the prairie because the land was very cheap and both government and railroad companies encouraged settlement. (Doc 5) The railroads also spurred other industries like coal, steel and cattle. Cities like Chicago, Denver and San Francisco became major commercial centers in the West. Companies like Sears, Roebuck

Found new markets in the West and mailed manufactured goods to the ~~front~~ frontier. Perhaps, most importantly, the people in the West became closely tied with the East since trade on the Mississippi River diminished because railroads were faster. Despite these advantages, many parts of American life suffered due to the growth of railroads.

Not everyone on the American continent was benefitting from the efficiency of the new mode of transportation. In an effort to build many miles of track, surveyors intruded on tribal life, further destroying the influence and power of Native Americans. (Doc 2) Another way by which railroads ruined Native American life was through the destruction of the herds of buffalo. Railroad construction destroyed grazing lands for many herds and led to massive buffalo slaughter. Buffalo hunting also became a sport among the well to do classes. (Doc 3) Unlike Native Americans who use the entire carcass of the buffalo, settlers only used the hide thereby wasting an important natural resource. The railroads also led to a depletion of other natural resources like timber. Labor also suffered several setbacks because of the railroads. Chinese workers faced discrimination and were offered very low pay for their dangerous and sometimes fatal work. (Doc 4) The railroads spurred growing strikes and labor unrest because workers resisted the harsh working conditions. (Doc 6) Unfair government

practices began to take form as railroads became monopolies. Small farmers suffered because they had to pay higher prices than large companies who were offered rebates. (Doc 7) The lack of regulation allowed many robber barons like Jay Gould to take advantage of the American public. Politicians like Stephen Douglas tried to pass bills like the Kansas Nebraska Act so that a transcontinental railroad could go through his hometown of Chicago and make him rich. Many of the railroad policies created corruption within government at the expense of the American commoners.

The railroads definitely had an impact on American society despite their negative and positive effects. While they improved the lives of some, they destroyed the lives of others. Clearly, the improvement in transportation brought the large continent closer together and allowed the transfer of goods and ideas from one coast to another. Despite the corruption and depletion of natural resources, the railroads had a lasting presence of American society in the latter half of the 19th century.

Anchor Level 5-A

The response:

- Thoroughly addresses all aspects of the task by discussing the positive and the negative effects of railroads on the United States during the 1800s
- Incorporates accurate information from documents 1, 2, 3, 4, 5, 6, and 7
- Incorporates relevant outside information related to the positive and negative effects of railroads on the United States during the 1800s (railroads spurred other industries; coal and steel; Chicago, Denver, and San Francisco became major commercial centers; new markets for Sears and Roebuck; trade on Mississippi River decreased; buffalo hunting became a sport among the well-to-do; depletion of lumber; robber barons; Jay Gould; Stephen Douglas and the Kansas-Nebraska Act)
- Richly supports the theme with many relevant facts, examples, and details and is more analytical than descriptive (forging an economic and social alliance between the North and West; railroads led to sectional differences; lonely pioneer life changed by railroads; railroad further destroyed the influence and power of Native Americans; settlers used only buffalo hides, therefore wasting an important natural resource; railroad policies encourage corruption within the government)
- 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 historical context and concludes with a summation of the theme

Conclusion: Overall, the response fits the criteria for Level 5. The sophisticated use of the documents and the integration of supporting historical details and outside information contribute to the overall effectiveness of the response. The introduction is used to bring in outside information.

The building of railroads across the West during the 1800^s led to an increase in the prosperity of many industries, but this dramatic growth and profit motive led many to suffer from the practices of railroad companies.

Beginning with the transcontinental railroad, railroad companies have sought to link cities, towns and communities all over the country. This linking referenced in Document 4, has led to a decrease in travel time between distant cities and has helped many businesses further market their goods. After the California gold rush in '849, railroads cut the cross-country travel time down to weeks instead of months. Local businesses were able to market their goods to greater population by shipping their goods to other areas. The growth of the railroad industry came with the growing settlement of the West. More people began to see the potential in owning some of the vast open lands of the West. Referenced in Document 1, farmers saw the fertile soil as a means for prosperity and the railroads the way to market their crops. Cattle ranchers saw a huge range for cattle grazing and the railroads the means to market to eastern buyers. Railroads, with the selling cheap land as in Document 5, led to a huge influx of settlers, farmers and ranchers to the West. It

also led to the prosperity of the steel industry under the leadership of people like Andrew Carnegie for materials for the railroads and the meat packing industry with profited off the "cattle Kingdom" emerging in the West with the invention of the refrigerator car.

Although the success of railroads led to huge profits for many industries and ~~the~~ new economic opportunities for individuals like James J. Hill, Cornelius Vanderbilt and Leland Stanford it also created several problems. The enormous prosperity of railroads saw the growth of monopolistic practice such as pooling rebates, and price discrimination with the sole goal of profit no matter what the cost to others. As shown in Documents 2, and 3 railroad companies built their railroads on land regardless of the native peoples or animals living on them. They took and built on the route most profitable for them. It led to the loss of Native American life in uprisings against the railroads and the loss of animal life, especially buffalo of which herds were almost wiped out in the West due to game shooting, over hunting, and buffaloes killed on the tracks. In the quest for profit railroad owners left railroad workers such as the Chinese in dangerous working conditions and little pay, seen in Documents 4 and 6. Many were killed in accidents when working and did not earn enough income to live, leading to rail road worker unionization strikes and violence such as the Baltimore,

Ohio and the Pullman strike. Railroad companies also engaged in monopolistic business practices and discrimination against many groups referenced in Documents 7 & 8. Farmers in this era were charged enormous rates to transport their crops to markets. They began the Grange movement and led many states to pass regulatory laws on railroad rates, but these were ruled unconstitutional by the Supreme Court. Farmers began to form alliances, and later a third political party, the People's Party, or Populist. Part of their platform was to help change the exorbitant rates being charged to farmers while other businesses enjoyed lower rates.

Although the prosperity of railroads led to the increased settlement of the West and prosperity of other industries, they led to many problems concerning animal's lives, Native American's lands, laborer's working conditions, and unfair business practices. Despite these problems, railroads united the country and paved the way for future development in transportation and trade.

Anchor Level 5-B

The response:

- Thoroughly addresses all aspects of the task by discussing the positive and the negative effects of railroads on the United States during the 1800s
- Incorporates accurate information from all the documents
- Incorporates relevant outside information related to the positive and negative effects of railroads on the United States during the 1800s (impact of gold rush of 1849; transcontinental railroads; decrease in cross-country travel time; prosperity for steel and meat-packing industries; cattle kingdom; Grange movement; Supreme court rulings which declared state regulatory policies unconstitutional; formation of alliances and a third party)
- Richly supports the theme with many relevant facts, examples, and details and is more analytical than descriptive (ability of businesses to market goods to a greater population; contribution of railroads to the growing settlement of the West; railroads opened markets to Eastern cattle buyers; prosperity of railroads led to the growth of monopolistic practices with the sole goal of making profit no matter what the cost to others)
- 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 historical context and concludes with a summation of the theme

Conclusion: Overall, the response fits the criteria for Level 5. The integration of the historical information and the document analysis contributes to the effectiveness of the response. The analysis and discussion of outside information demonstrates a strong understanding of both the benefits and problems associated with railroad development in the 1800s.

Railroad development was greatly increased during the 1800's. This had many positive and negative effects on the government. The railroad growth linked the nation while at the same time caused several conflicts.

Railroad development led to an expansion of the nation. As railroad was constructed it was discovered that the great plains were of interest. For years, many people had thought the great plains were a desert wasteland but railroad popularity grew they learned how wrong they were. Farming lands were also available at very cheap prices.

For example, the Homestead Act gave 160 acres of free land if you would live and cultivate the land. Therefore, the railroad growth led to the idea of western expansion and possibly to the idea of manifest destiny.

Although railroads were a necessary method of transportation and means of exchange, they also had many negative effects. Railroads took up a lot of land. They took up many species habitats,

Especially the bison. Thousands of bison were killed, sometimes for food but often just for sport leading to Native American cultural genocide.

Another group that had their homeland threatened during the era of rapid expansion was the Indians. Northern Pacific Railroad tried to change their route. They attempted to go through unceded Indian territory rather than through previously ceded territories. They were twice deflected by Sitting Bull and his followers in a series of Indian Wars. Construction of the railroads was extremely expensive and difficult which led the U.S. government to pass the Pacific Railroad Act giving land grants and subsidies to those building the railroads. Death and injury were very common. Workers were often poorly paid mistreated, immigrants commonly Chinese and Irish. Chinese and Irish workers offered not only their muscle and sweat but often their lives. For every one mile of railroad built, one Chinese died.

When the railroads were finished and the Chinese settled in California they were unwelcomed. Nativist opposition to the Chinese

led to the passage of the Chinese Exclusion Act. Railroad owners were often grueling tyrants making wage cuts in order to profit themselves which led to railroad workers forming labor unions. During 1817, this caused ^{several} strikes. For example, at the Baltimore and Ohio Station in Martinsburg, West Virginia workers attempted to fight wage cuts. They announced no trains would leave until the wage cut was canceled. Federal troops were sent and trains began to move, the cut never lifted. Because of the profits made from the railroad business, there was a growing oligarchy of railroad owners. Small owners had little control and large owners did. For this reason, the populist party platform was based upon government regulation of the railroads.

Railroad growth in the 1800's had many positive and negative effects. Although there seems to be more negatives, without railroads, transporting goods and people would have been much more difficult and taken much longer.

Anchor Level 4-A

The response:

- Addresses all aspects of the task by discussing the positive and the negative effects of railroads on the United States during the 1800s
- Incorporates accurate information from documents 1, 2, 3, 4, 5, 6, and 8
- Incorporates relevant outside information related to the positive and negative effects of railroads on the United States during the 1800s (terms of the Homestead Act; manifest destiny; Native American cultural genocide; Irish workers; Chinese Exclusion Act; labor unions; Pacific Railroad Act)
- Includes relevant facts, examples, and details but is more descriptive than analytical (railroad growth led to westward expansion; bison killed for sport; railroad owners were tyrants; growing oligarchy of railroad owners; Populist party organized to achieve the goal of government regulation of railroads)
- Is a well-developed essay, demonstrating a logical and clear plan of organization, but uses the documents in a less integrated manner than in a Level 5 response
- Introduces the theme by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The outside information is effectively explained and integrated into the response. Although much of the information originates from the documents, the integration with historical details is successful.

Since the early 1600s when the English first claimed North America, many events have taken place. Each one lead to the development of the United States in 1776. Yet, the US is continuing to change in both positive and negative ways. The US was transformed by many events, among them was that of the railroad, which had both positive and negative effects on the development of the US during the 1800s.

While by the 1800s the US owned much land in North America, much of it was uninhabited; railroads opened up those lands to more people. During the 1800s a movement of mostly middle class people moved from the East to new, undeveloped areas of the mid-west. The Homestead Act and the relatively cheap transportation of railcars allowed these people to migrate out West. Once out there, many realized that there were "millions of acres of soil", "open range for millions of cattle", and "a land of opportunity larger than the Lone Star State."

As more people began developing these "new" lands, lack of communication became

a hardship as more people became dispersed about the country. The speed and efficiency of the railroad system allowed for better communication between people. In the 1870's railroad tracks were built in Santa Cruz County, which was comprised of a number of isolated communities along the north coast of Monterey Bay. Here, the railroad connected these communities; thus, it made communication easier and faster, but it also "launched an era of [rapid] development."

While the railroads brought many positive aspects to America, it also brought some devastating ones as well. The Indians who had resided on North America much longer than the English, had always been pushed off their land. As the US was expanding its borders, treaties were made with Indians which provided certain lands for them. The US rarely respected those lands. Government policies, such as the Indian Removal Act and the Dawes Act, forced Indians to leave their land. During the 1800s, railroad surveyors often disregarded lands sanctioned for the Indians and they

plowed the railroad's tracks through those lands. As a result, fighting often times broke out between the Indians and the whites who traveled west on the railroads. Federal troops defended the interests of white settlers and this led to many Indian Wars. Native American resistance was eventually stopped at the Battle of Wounded Knee. Also, the US government began setting aside land that was to be used for railroads and towns. Not only did railroad lines often disrupt Indian lands, but they also drove the Indians food source, the buffalo, off the land when many railroads started to kill more buffalo because they needed food for their workers. The railroads bringing more white settlers to the West also brought diseases which killed many Native Americans.

In the 1840s and 1850s a gold and silver rush broke out in the west. This created an influx of immigrants, mostly Chinese and whites interested in getting rich quick. Not only did people look for gold for income, but many people also helped work on the railroad construction. As big businesses like James J. Hill took over railroads and eliminated competition

through trusts and monopolies, working conditions for laborers grew worse. Immigrants were looked down upon because they worked for less money and "stole" jobs from other white Americans. Chinese workers were subjugated to long hours, low pay, and death. "For every mile of railroad, one Chinese died."

Railroads revolutionized the American way of life. In a positive way they helped to develop towns, increased communication and provided jobs.

Like many events in the US history, the building of the railroad also had negative effects: disrupted the Native American Indians, created poor working conditions, and noted the rise of big businesses.

Anchor Level 4-B

The response:

- Addresses all aspects of the task by discussing the positive and the negative effects of railroads on the United States during the 1800s, although the discussion of the positive effects is less complete than the discussion of the negative effects
- Incorporates accurate information from documents 1, 2, 3, 4, 5, 6, and 7
- Incorporates some relevant outside information related to the positive and negative effects of railroads on the United States during the 1800s (Indian Removal Act; Dawes Act; Indian Wars; Battle of Wounded Knee; gold and silver rush; James J. Hill)
- Includes relevant facts, examples, and details but is more descriptive than analytical, mentioning examples rather than explaining them (original ownership of land by Native Americans; United States government rarely respected Native American lands; railroads led to the rise of big business; railroads increased communication; discrimination of immigrants because they worked for less money)
- Is a well-developed essay, demonstrating a logical and clear plan of organization, but uses the documents in a less integrated manner than in a Level 5 response
- Introduces the theme by establishing a framework that is beyond a simple restatement of the historical context and concludes by repeating information already provided

Conclusion: Overall, the response fits the criteria for Level 4. The discussion of the positive aspects of railroads is primarily limited to information from the documents and it is not fully explained. Outside information and historical facts are used effectively to discuss the negative aspects.

The extensive construction of the railroad had many positive and negative effects on the United States. It helped to bring the United States together through transportation and in its economy. However, it also had many negative effects by creating many conflicts between the already existing ^{states} ~~countries~~ and with Indians.

Firstly, the construction of the railroads had many positive effects on the U.S.. The railroad is what connected the people and areas of the United States, within states and between states and territories. In addition, by connecting the people it spawned on new growth throughout the U.S.. Along the railroads new towns popped up, especially throughout the plains. These small towns soon began to prosper and became cities. The addition of the Homestead Act was also a big help in settling but it would have never worked without railroads. The railroad companies and the territories also helped the settlement, as shown in the Union Pacific Railroad flyer. The railroad really pushed for settling and it worked helping to settle the plains and west. Further, the railroad provided a lot of new jobs for the many immigrants coming to America. As shown in Sandy Lydon's Chinese Gold: The Chinese in the Monterey Bay Region. Many of the immigrants especially the Chinese hopped on the railroad because even though it was an awful job. Lastly, the railroad helped the U.S. in a positive way by increasing the economy. First through the Great Plains and other farming areas. The railroad made it possible to produce cash crops and sell them farther away because there was now a faster way of transporting. They helped also with international trade. Second, they also helped transport people from the country into the urban areas increasing industrialization. The contributions were all positive things the railroads did for the U.S.

Secondly, even though the railroad seemed like a great positive

for the United States it also had negative effects. The new building of the railroads across the plains & the new settlement contributed to the destroying of much wildlife, including the buffalo's as shown in the picture of Document 3. Many animals were either killed or pushed off their home lands. Also, the settlement & railroad building created much conflict with the Indians. Many railroad companies began surveying and working on railroads on Indian land even without permission. As demonstrated by Dee Brown's, Hear That Longhorn Whistle Blow, Indians were caught at guard & fought back against the railroads, creating many conflicts. Furthermore, the mass building of the railroads created a lot of jobs which led to many labor disputes. The railroad companies provided very little pay for the workers and awful working conditions. Many people were killed while working. As shown by Howard Zinn's, A People's History of the United States, because of the unfair treatment many strikes occurred. Lastly, the new territories & railroad expansion led to a bigger & later debated issue of slavery in the new lands. With the Missouri Compromise and eventually the civil war, the railroads began to disintegrate from the beginning.

In conclusion, the railroad had positive & negative effects on the U.S.. Some things the railroad did upset some people but pleased others. The railroads were a huge deal & did a lot for the U.S. in the beginning & later in the future.

Anchor Level 4-C

The response:

- Addresses all aspects of the task by discussing the positive and the negative effects of railroads on the United States during the 1800s
- Incorporates accurate information from documents 1, 2, 3, 4, 5, and 6
- Incorporates some relevant outside information related to the positive and negative effects of railroads on the United States during the 1800s (establishment of new towns which eventually became cities; Homestead Act; new jobs for immigrants)
- Includes relevant facts, examples, and details but is more descriptive than analytical, mentioning examples rather than explaining them (railroads connected people and areas of the United States; railroads led to production of cash crops and more markets; increased international trade; railroads helped transport people from rural to urban areas leading to increased industrialization)
- Is a well-developed essay, demonstrating a logical and clear plan of organization, but uses the documents in a less integrated manner than in a Level 5 response
- Introduces the theme by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The chronological error of placing the debate over slavery and the Missouri Compromise after the building of the first transcontinental railroad does not detract from the overall quality of the paper. Although much of the outside information is implied, the response demonstrates a strong understanding of the task.

In the 1800s new technology came and along with it came railroads. Along with the railroads come ^{positive} good effects and negative effects. The nation prospered economically, But it happened at the expense of the worker and the average man. It's time to see if the "end justifies the means" as Machiavelli would warrant.

If it were not for railroads, how would 49'ers have ventured for their gold. Before the completion of the transcontinental railroad and the end of the Civil War, people going to Monterey and Santa Cruz traveled by wagon along dangerous paths where many were killed by Native Americans, weather, accidents or sickness on the long trip. If you did not choose that way you booked passage on a ship which was faster but which took you through the dangerous South American route. People such as the 49'ers and 59'ers wanted to take advantage of the gold and silver strikes ever since news of Sutter's discovery had reached the East. Railroads helped settle the west and encourage people to move west and work there as Documents 1 and 5 suggest. Railroads paved the way for the westward movement and manifest destiny. The passage of the Homestead Act in 1862 got more people interested in permanent settlement with its offer of 160 acres of free land. This helped fulfill the nation's dream of manifest destiny because soon settlement

would reach from coast to coast. In addition, Document 4 ~~believes~~ states that Railroads linked otherwise isolated cities together. To promote westward development, railroads were given land on alternate sides of the track to sell. James J Hill was one of the railroad developers who actively encouraged settlement along railroad routes. The settlements would bring him profit and power. It became easier to keep in contact with family back East because mail delivery by the railroad was faster than the Pony Express. It promoted prosperity and communication between neighboring regions and helped establish a western population, which would become a significant force in government.

There were both positive and negative affects of railroads. However, Documents 7 and 8 suggest a reason as to why certain things happened. They suggest that the power should not be in the control of few, but many. This idea could have prevented many problems, but still everything is owed to railroads, where would the country be without them.

Anchor Level 3-A

The response:

- Addresses the task by thoroughly discussing two positive effects of the railroads on the United States during the 1800s
- Incorporates some information from documents 1, 4, 5, 7, and 8
- Incorporates relevant outside information (Machiavelli's "end justifies the means"; transcontinental railroad; dangerous travel conditions; South American route; forty-niners and fifty-niners; Sutter's discovery of gold; terms of the Homestead Act; manifest destiny; James J. Hill; Pony Express)
- Includes relevant facts, examples, and details and is more analytical than descriptive (advantages and disadvantages of two different westward routes; connection of Homestead Act to permanent settlement; comparison of mail delivery by Pony Express to railroad delivery; establishment of western population and linkage to a future role in government)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by linking Machiavelli's principles to the development of the railroad and concludes by refuting those principles but stating the necessity of the railroads for development

Conclusion: Overall, the response best fits the criteria for Level 3. While this response discusses only the positive effects of the railroads, the abundance of outside information and supporting historical details strengthen the response. Documents are analyzed to discuss only the positive effects of the railroads, ignoring the negative points.

Railroad construction transformed the United States linking the nation in the 1800s. Railroad transformation had both positive and negative effects in the United States.

There were many positive effects towards railroads in the 1800s. Railroads encouraged settlement in the west. For example, document 5 explains how railroads and the government encouraged settlement by selling land for cheap giving 5 to 10 years credit with interest. Railroads were given land grants on either side of the track to encourage settlement and new businesses. The government passed the Homestead Act which gave 160 acres to anyone who would farm the land for 5 years. Railroad development also helped counties by linking them to the world. For instance, document 4 explains how Monterey and Santa Cruz were permanently attached to the world due to railroads. The Great Plains was once thought to be a wasteland that was too dry for agriculture. Before the railroad, settlers had avoided the Great Plains because there were no trees and very little rain. Railroads changed people's opinion about the Great Plains. Document 1 explains how the use of railroads discovered millions of acres of fertile soil in the Great Plains. There were

no deserts as predicted just land larger than the Lone Star State.

There were many negative effects towards railroads in the 1800s. Farmers were complaining about the high prices that were being charged to ship their goods. Document 7 explains how railroad owners engaged in unfair business practices, by building up the strong at the expense of the weak. These prices were a heavy toll on farmers. The Granger movement and the Populist movement were used to improve the economic status of farmers.

Railroad construction changed the United States in many ways. This change had a major impact on United States history.

Anchor Level 3-B

The response:

- Addresses most aspects of the task by discussing two positive effects and one negative effect of railroads on the United States during the 1800s
- Incorporates some information from documents 1, 4, 5, and 7
- Incorporates some relevant outside information (Granger movement; terms of the Homestead Act; land-grants; conditions of the Great Plains)
- Includes some facts, examples, and details but is more descriptive than analytical (Monterey and Santa Cruz's permanent attachment to the world as a result of the railroad; Granger movement and Populist party work to improve status of farmers; avoidance of the Great Plains due to environmental factors)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by repeating the historical context and concludes by simply repeating the theme

Conclusion: Overall, the response fits the criteria for Level 3. Although some attempt is made to explain document information, most of the response depends on rewording the information presented in the documents. The statements that reference outside information do add to the quality of the response.

The United States has grown a lot, in size and economically since the late nineteenth century through the use of railroads. There have been many positive and negative effects of railroads in the 1800s.

Railroads were great for isolated communities. They helped bring supplies to towns out west (Doc 4). Despite what earlier settlers thought, that the west was just a big desert some people moved out there anyway. Instead of finding a big desert wasteland they found millions of acres of fertile soil & an open range for millions of cattle (Doc 1). Most settlers moved out west because of advertisements from railroad companies and tax breaks from the government (Doc 5).

Railroads also brought hardships for not only those who built them, but those who owned the lands. Some companies, such as the North Pacific Railroad, had invaded Indian territory without any consultations with the Indians, which caused many disputes between settlers & the Indians because the Indians would attack the train cars and then the settlers would get angry at the Indians. The workers who worked so diligently to build those tracks for the trains were paid wages so low they could barely feed themselves, and many lost their lives (Doc 4). Herds of buffaloes also dwindled in numbers because passengers from the train would shoot them for fun (Doc 3) which would intensify anger.

the Indians because the buffalo was one of their main sources of food.

In conclusion the railroads were both good and bad for the U.S. & its surroundings.

Anchor Level 3-C

The response:

- Addresses most aspects of the task by discussing one positive and two negative effects of railroads on the United States during the 1800s
- Incorporates some information from documents 1, 2, 3, 4, 5, and 6
- Incorporates limited relevant outside information (buffalo shot for fun; buffalo main source of food for Native Americans)
- Includes some facts, examples, and details but is more descriptive than analytical (positive impact of railroad for isolated communities; instead of expected desert there was fertile land; advertisements encourage settlement; similar hardships for builders of the railroad and Native Americans)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by repeating the historical context and concludes by simply repeating the theme

Conclusion: Overall, the response fits the criteria for Level 3. The explanation of document information is superficial with almost no analysis. Even though the transition between documents is weak, the discussion of different documents does demonstrate an understanding of the task.

The building of railroads during the 1800's had both a positive and negative effect on the United States. Among the positive aspects, new communities were formed and new economic opportunities were opened for people. However, as a consequence, small businesses as well as laborers were hurt and taken advantage of.

The expansion of the railroads opened an entirely new territory of interest for the American public. Before the expansion, Americans viewed the west as a barren land of empty deserts. The railroad boom unearthed a new reality: that of "millions of acres of fertile soil" and an "open range for millions of cattle." (DOCUMENT 1) In certain areas of California, the new railroads "tied together ~~a~~ isolated communities... and launched an era of rapid development." (DOC 4) The railroads also helped farmers in the west by allowing for a simpler transportation of goods. Expanding railroad lines meant that farmers in the west had a market in the east.

Anchor Level 2-A

The response:

- Addresses some aspects of the task by discussing three positive effects of railroads on the United States during the 1800s
- Makes limited use of documents 1, 4, 6, and 7
- Presents limited relevant outside information (farmers were helped by swifter transportation; farmers in the West had a market in the East)
- Includes few facts, examples, and details (expansion of railroad opened new interest for the American public; new reality that West was not an empty desert; small businesses and laborers were taken advantage of)
- Demonstrates a general plan of organization
- Introduces the theme by repeating the historical context and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Most of the response is a rephrasing of documents 1 and 4 with implied references to documents 6 and 7. Three positive effects of the railroad are mentioned but not in any detail.

Extensive railroad construction in the 1800's transformed the United States, linking the nation. This transformation had both positive and negative effects on the United States.

The positive of the railroad construction was that it gave people a job, and they help people get from one place to another at a low cost. The fact that railroads went in and out of cities daily.

The negative about the railroad ~~construction~~ construction is that many of Chinese immigrants' lives were taken by building it at low wages such as \$1.50 a day ^{as seen in document 4} or \$2.00 a week. The railroad also had a impact on Native Americans land by building straight through their village of Yellowstone, ~~destroyed~~ ^{as seen in document 3} ~~and destroyed~~ in Document 2. In Document 3, it says how the railroad were harmful on Buffalo herds.

In conclusion, the railroad construction had both negative and positive effects. ~~It~~ It helped some people, but hurted others. The railroads destroyed some cultures lives who basically ~~lived~~ lived on the land where it was built, but the extensive railroad construction in the 1800's transformed the United States.

Anchor Level 2-B

The response:

- Addresses some aspects of the task by minimally discussing two positive and two negative effects of railroads on the United States during the 1800s
- Makes limited use of documents 2, 3, and 4
- Presents little relevant outside information (railroads destroyed some cultures)
- Includes few facts, examples, and details (railroads went in and out of cities daily; railroad construction transformed the United States)
- Demonstrates a general plan of organization
- Introduces the theme by repeating the historical context and concludes by summarizing the effects of railroad development

Conclusion: Overall, the response fits the criteria for Level 2. Effects of the railroad are mentioned with limited discussion. Document analysis is limited to statements that are not supported with specific historical details.

Extensive railroad construction in the 1800s transformed the United States, linking the Nation. This transformation had both positive and negative effects on the United States. ↩

The ^{and negative} positive affects that railroads have had on the United States seem to be almost endless because there ~~was~~ are some many so to cut things short I will just give 3 of each.

One positive affect that railroads have had on the united states ~~is~~ is that they have changed people's opinions about the Great Plains because most people thought they were all ~~dry~~ dried out and were ~~always~~ always going to be "a wasteland at the center of the continent." But soon after the railroads were created they produced fertile soil. Which is illustrated in document 1. Another way railroads had a positive affect on the U.S. is they helped "tie together isolated communities along the north coast of Monterey Bay, [launched an era of rapid] development, in the 1870's," which was indicated in document 4a. The main way railroads helped U.S. in a positive way was by allowing people to travel many of miles with different types of food all around the continent.

Anchor Level 2-C

The response:

- Addresses some aspects of the task by discussing two positive effects of railroads on the United States during the 1800s and mentioning a third positive effect
- Makes limited use of documents 1, 4, and 5
- Presents limited relevant outside information (different types of goods and travel around the continent)
- Includes few facts, examples, and details (people's opinions changed about the Great Plains; north coast of Monterey Bay)
- Demonstrates a general plan of organization
- Introduces the theme by repeating the historical context and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Although the introduction indicates a brief discussion of both positive and negative effects, only positive effects are identified. Use of specific information is limited, and most of the information is taken from the documents.

The Railroad was to some a link to the world,
Public Transportation, And international trade. The Railroads
Transformed A Nation. into An industrial Power. Settlers
were brought to A new world by the train. The great railroads
though, Did in fact have A negative impact on the U.S. The Buffalo
herds Population was on the Decline, while expanding railroads
companies took land that wasn't theirs to expand.

Anchor Level 1-A

The response:

- Shows limited understanding of the task by identifying two positive and two negative effects of railroads on the United States during the 1800s
- Makes vague references to documents 1, 2, 3, and 8
- Presents limited relevant outside information (railroads used as public transportation and as part of international trade; nation transformed into an industrial power; buffalo population on the decline)
- Includes few relevant facts, examples, and details (railroads transformed the nation; settlers brought to a “new world” by trains; railroad took land that wasn’t theirs to expand)
- Demonstrates a major weakness in organization; does not clearly identify which aspect of the task is being addressed
- Lacks an introduction and a conclusion

Conclusion: Overall, the essay fits the criteria for Level 1. Despite the brevity of the response, some important concepts are mentioned in that single paragraph. Limited outside information and generalizations are used in the attempt to address the task

The railroad system started in the 1800s had many positive and negative aspects to it. The railroad had a great impact on westernization. Westward things that were never explored thoroughly became popular due to the railroad system. Many unexplored places became very popular.

Some positive aspects of the railroad system are that people found new land with fertile soil, like in document one. Westernization was also increased because railroads advertised the land to better their railroad sales as said in Document three.

Anchor Level 1-B

The response:

- Shows limited understanding of the task, but shows some attempt to discuss the positive effects of railroads on the United States during the 1800s
- Makes vague references to documents 1 and 5
- Presents limited relevant outside information (westernization)
- Includes few relevant facts, examples, and details (Great Plains not explored thoroughly until the railroad; popularity of unexplored places because of railroad; railroad advertised land to increase their railroad sales)
- Demonstrates a general plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the historical context and lacks a conclusion

Conclusion: Overall, the essay fits the criteria for Level 1. The introduction contains some valid information that is not developed in the essay. Relevant statements are made but are not supported with historical information.

The 1800's marked a growth in America in the areas of industry and transportation. One of the most important creations that helped boost these areas was the railroad. Although much of the railroad's effect on America was positive, some effects were negative.

One positive effect of the railroad was that they opened up the west for American growth and expansion. The idea of manifest destiny was made much more possible when transcontinental railroads could go from the east coast to the west coast. Albert Marrin showed how people began to realize the bounty of the plains in "Cowboys, Indians, and Gunfighters." The open range could be used for cattle, and the fertile soil in Kansas was great for farming. New cities and towns grew in the west, where they prospered along the railroad. Monterey and Santa Cruz counties are two such areas that, according to Sandy Lydon, owe their rapid development and success to the railroad's joining them to the rest of the country. With many western towns and farms being connected to the east by the railroads, America's economy benefitted. Crops were grown on

large, open, fertile lands to be sent east for trade linking the West to the North rather than the South and the Mississippi River became less important. With the emergence of the Cattle Kingdom and the invention of freezer cars, the meat-packing industry took off. By opening up the west, railroads brought many benefits to the United States. The advantages of the railroads were great for America, however, the railroads brought with them problems and negative effects. One negative effect was the destruction of lands and people already in the west. The Northern Pacific railroad, for example, barreled through the west and tried to invade the Yellowstone ~~country~~ country of Sitting Bull, but were stopped by the natives. However, over time the Native Americans would be defeated in a series of Indian Wars and by the destruction of the buffalo. The railroads scared off buffalo herds and brought hunters that killed too many animals for sport or fur. The laborers of the railroads also suffered. Chinese workers on the Santa Cruz railroad had to work six ten-hour days a week, and received only about three dollars a week after expenses.

Many were injured or killed by accidents, and health troubles. Soon, these low wages and poor conditions would lead to a strike, such as the 1877 strike at Martinsburg, West Virginia. Even though a strike was held, B & O officials received federal troop assistance to end it.

Overall, the railroads greatly helped America and allowed for the country to become a great power through expansion, trade, and industry. Although providing these benefits and opening up America, the negative effects must be remembered, as lives were lost and nature harmed for this great American creation.

The construction of railroads in the late 1800s and early 1900s proved to be ^{both} constructive and destructive to the growth of America as a nation.

Railroads enabled settlers to explore the land to the West. Before the building of railroads, many thought the West to be desert wasteland, unsuitable for farming. Railroads took people to the west and they discovered that the land was fertile and very useful for farming. Thus many began to move ~~out~~ westward and expanded the United States' territory. (Doc 1)

Railroads also brought about a disturbance of people (Sitting Bull's tribe) and animals (Buffalo). When contractors tried to re-route the railroad they breached an agreement with Sitting Bull and his people and therefore they attacked the workers (Doc 2). Railroads were also built through buffalo grazing grounds causing ~~a~~ large ~~number~~ numbers of the animal to die, either due to lack of habitat or being killed by humans to get them out of the way (Doc 3).

The construction of railroads also caused many deaths and even more injuries. There were often accidents causing men fingers, arms, legs and sometimes even

lives. (Doc 6) There were many strikes due to the unfair pay men received for risking their lives. (Doc 6).

Many companies began to gain monopolies in the business. They would discriminate against certain passengers and raised prices as they saw fit. They would rip off customers and pocket the profit. They soon became so powerful people asked the government to interfere. (Docs 7 & 8).

Although the railroad system opened up the rest of America to settlement, it came at a very high cost.

Extensive railroad construction in the 1800s transformed the United States, linking the nation. This transformation had both positive and negative effects on the United States. The railroad expansion brought mixed feelings for the farmers. Railroads had pushed Native Americans off their land bringing about a negative effect. The railroads also provided for immigrants and many other Americans looking for a job.

The government during the 1800s had encouraged the settlement of the West with the help of railroads and the Homestead Act of 1862, which offered 160 acres of free land to those who agreed to farm and improve the land for 5 years. As the railroads expanded further and further West, it helped to transport settlers and farmers, as displayed in Document 5. The railroads helped the farmer and other individuals as how much usage they could obtain from the land. As explained in Document 1, it opened up their eyes. The Great Plains were seen as the "Great American Desert" because of the lack of trees and rain. Pioneers felt they needed trees to survive, but soon learned otherwise as seen in Document 1. Then the farmer started to use the

railroads in order to ship their goods to be sold. The farmers, at that time, were experiencing financial problems, because the weather was unpredictable. ~~The~~ expansion of technology had farmers borrowing money to buy new inventions (barbed wire and new plows) there was high competition, and high rates from railroads, which in part, resulted from rebates, pooling and price discrimination. Due to all of this, farmers formed the Grange and a party called the Populist Party, where they had fought for inflation as explained in Document 8. Although it was only a third party, it fought for many things such as a graduated income tax which is an amendment today. They also fought for the government to run the railroads and regulate its prices in order for the farmers to not be in debt. The Interstate Commerce Act was passed to regulate the railroads and end unfair treatment. This aspect brought both a positive (by providing land) and negative (by its high prices) for farmers.

The Native Americans experienced

a great loss with the expansion of the railroads. Due to the government wanting to industrialize the nation, the Native Americans were forced off their lands by the passage of the Indian Removal Act. Due to Jackson's refusal to listen to the Supreme Court's order, the Native Americans experienced a Trail of Tears, where many of them died. Although some Indians did put up a fight as shown in Document 2. As the railroads reached Indian lands, many of the tribes were moved to small reservations. After the Civil War, increasing tensions between the Indians and the Whites led to a series of Indian Wars. The government didn't give up, they forced the Indians by, first of all, killing off their food supply, as shown in Document 3. Tourists who rode the railroads would shoot the buffalo and leave them to rot on the Plains. This was the major food supply and the focus of Indian culture. The Native Americans felt that the land was not owned but shared, but that is not how the government felt. The government continued to deplete the culture of the Native Americans by passing

the Dawes Act. They forced them upon reservations in order for the government to use the lands for expansion of railroads. Therefore, the expansion of the railroads had a negative effect upon Native Americans.

The railroads had brought about many jobs for individuals such as immigrants, although there was a price to pay. The unsafe conditions as shown in Document 6 brought about a negative effect upon immigrant workers such as the Chinese and the Irish. However, the railroads helped bring people together as shown in Document 4, displaying a positive effect of railroads.

The railroads played a major role in the lives of Americans during the 1800's. Farmers were brought to the land but experienced high rates from railroads. Native Americans were forced off their land placed upon reservations. Immigrants were given jobs and people were brought together with the help of railroads.

During the 1800's railroads had negative and positive effects socially and economically in the US. These things will be discussed in this essay. Most of what happened was for the good so that's where we will start.

Railroads encouraged settlement of the west as in Doc. #5 saying that the railroads provided jobs and cheap farming land. As stated in Doc. #4

When railroad went through Monterey and Santa Cruz counties it opened them up from their isolation and tied them together. Doc. #1 talks about how nobody cared about the Great Plains and then suddenly after the railroads went through everyone found out how good the land really was.

Railroads were also bad by lowering the number of herds of buffalo by chasing them away as shown in Doc. #3. Also as in Doc. #6 1877 railroad workers went on strike because of low wages and other stuff.

All in all railroads had both positive and negative effects on the US.

Some of the negative effects of the railroad, were the long hours for low pay. Some workers would even be killed working on the railroads. According to document 4, At least fifty Chinese workers ^{were killed} in accidents while building railroads, for every mile of railroad, one Chinese died. Workers worked ten-hour days and were only paid one dollar a day. According to document 6, low wages led to strike by workers. Workers were already paid low wage, they then had to experience a ten percent tax cut. Another negative effect of railroads, were the threat of big businesses. According to document 7, big business dealers would take advantage of small traders. These are some negative effects of the railroad.

Some of the positive effects of the railroads, was the need for transportation. According to document 3, the populist party wanted government regulation of railroads so that it meets the needs of the people. Railroads were made trade and movement of the people. Another positive effect was railroads led to the discovery of good land. According to document 1, American found fertile soil and good places to raise cattle as a result of railroads.

Practice Paper A—Score Level 4

The response:

- Addresses all aspects of the task by discussing the positive and the negative effects of railroads on the United States during the 1800s
- Incorporates accurate information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information related to the positive and negative effects of railroads on the United States during the 1800s (manifest destiny; transcontinental railroad; Cattle Kingdom; freezer cars; meat-packing industry; series of Indian Wars)
- Includes relevant facts, examples, and details but is more descriptive than analytical, mentioning examples rather than explaining them (new cities and towns grew and prospered in the West; connection to the East; the benefits of the railroad to the national economy; animals killed for sport and furs by hunters)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme with a good topic sentence and concludes with a summation of the theme

Conclusion: Overall, the response fits the criteria for Level 4. Factual development is somewhat weak because good information is mentioned but not explained. The strength of the response is in the integration and use of the documents in the narrative.

Practice Paper B—Score Level 3

The response:

- Addresses most aspects of the task by discussing one positive and two negative effects of railroads on the United States during the 1800s
- Incorporates some information from all the documents
- Incorporates little relevant outside information (lack of habitat for buffalo due to settlement as a result of the railroads; railroads ripping off customers and pocketing profit)
- Includes some facts, examples, and details but is more descriptive than analytical (connection of unfair business practices by railroads to people asking for government interference; settlement of West came at high cost)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by repeating the historical context and concludes with one analytical sentence

Conclusion: Overall, the response fits the criteria for Level 3. While most information is reworded from the documents, the organization of this information strengthens the essay. However, little analysis is provided and the task is not fully addressed.

Practice Paper C—Score Level 5

The response:

- Thoroughly addresses all aspects of the task by discussing the positive and the negative effects of railroads on the United States during the 1800s
- Incorporates accurate information from documents 1, 2, 3, 4, 5, 7, and 8
- Incorporates relevant outside information related to the positive and negative effects of railroads on the United States during the 1800s (barbed wire; new plows; provisions of the Homestead Act; Dawes Act; Great American Desert; rebates; pooling; Interstate Commerce Act; Indian Removal Act; Trail of Tears; post-Civil War Indian wars; role of Irish immigrants)
- Richly supports the theme with many relevant facts, examples, and details and is more analytical than descriptive (government encouraged economic development and settlement of the West through legislative action; linkage of financial problems to unpredictable weather; expansion of technology; Native-American cultural depletion; Jackson's refusal to listen to the Supreme Court)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Conclusion: Overall, the response best fits the criteria for Level 5. Even though a small amount of the outside information is not directly related to the task and despite the lack of a strong chronological organization, enough supporting historical details are presented to qualify this response at level 5.

Practice Paper D—Score Level 2

The response:

- Addresses some aspects of the task with a limited discussion of two positive and two negative effects of railroads on the United States during the 1800s
- Makes limited use of documents 1, 3, 4, 5, and 6
- Presents no relevant outside information
- Includes few facts, examples, and details (railroads encouraged settlement of the west; railroads lowered the number of buffalo)
- Demonstrates a general plan of organization
- Introduces the theme by repeating the historical context and concludes by simply repeating the theme

Conclusion: Overall, the response fits the criteria for Level 2. Limited information from the documents is mentioned with no connection to the information that follows. One statement is rephrased from each document that is used.

Practice Paper E—Score Level 2

The response:

- Addresses all aspects of the task with a very limited discussion of two positive and two negative effects of railroads on the United States during the 1800s
- Restates information from documents 1, 4, 6, 7, and 8
- Incorporates no relevant outside information
- Includes some facts, examples, and details (low wages led to strikes by workers; railroads built because of need for transportation; railroads led to the discovery of good land)
- Demonstrates a general plan of organization
- Lacks an introduction and a conclusion

Conclusion: Overall, the response fits most of the criteria for Level 2. Some document information is used to address all aspects of the task. Negative and positive effects of the railroads are listed, but the discussion is inadequate for a higher rating.

United States History and Government Specifications

June 2003

Part I Multiple Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Social Change: Individuals, Groups, and Institutions	Standards 1 and 5: US and NY History; Civics, Citizenship, and Government
Document-based Essay	Environment; Cultural Life; Places and Regions; Immigration; Economic Systems; Government	Standards 1, 3, 4, and 5: US and NY History; Geography; Economics; Civics, Citizenship, and Government

Regents Examination in United States History and Government — June 2003 **Chart for Determining the Final Examination Score (Use for June 2003 examination only.)**

To determine the student's final score, locate the student's total essay score across the top of the chart and the total Part I and Part III A score down the side of the chart. The point where those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 6 and a total Part I and Part III A score of 41 would receive a final examination score of 79.

**Total
Essay**

Score →	0	1	2	3	4	5	6	7	8	9	10
0	0	4	8	12	16	20	25	29	33	38	42
1	1	5	9	13	18	22	26	30	35	39	43
2	3	7	11	15	19	23	28	32	36	41	45
3	4	8	12	16	20	25	29	33	38	42	46
4	5	9	13	18	22	26	30	35	39	43	48
5	7	11	15	19	23	28	32	36	41	45	49
6	8	12	16	20	25	29	33	38	42	46	50
7	9	13	18	22	26	30	35	39	43	48	52
8	11	15	19	23	28	32	36	41	45	49	53
9	12	16	20	25	29	33	38	42	46	50	55
10	13	18	22	26	30	35	39	43	48	52	56
11	15	19	23	28	32	36	41	45	49	53	57
12	16	20	25	29	33	38	42	46	50	55	59
13	18	22	26	30	35	39	43	48	52	56	60
14	19	23	28	32	36	41	45	49	53	57	61
15	20	25	29	33	38	42	46	50	55	59	63
16	22	26	30	35	39	43	48	52	56	60	64
17	23	28	32	36	41	45	49	53	57	61	65
18	25	29	33	38	42	46	50	55	59	63	66
19	26	30	35	39	43	48	52	56	60	64	68
20	28	32	36	41	45	49	53	57	61	65	69
21	29	33	38	42	46	50	55	59	63	66	70
22	30	35	39	43	48	52	56	60	64	68	71
23	32	36	41	45	49	53	57	61	65	69	73
24	33	38	42	46	50	55	59	63	66	70	74
25	35	39	43	48	52	56	60	64	68	71	75
26	36	41	45	49	53	57	61	65	69	73	76
27	38	42	46	50	55	59	63	66	70	74	77
28	39	43	48	52	56	60	64	68	71	75	78
29	41	45	49	53	57	61	65	69	73	76	79

Total Part I and Part III A Score

Total Part I and Part III A Score (continued)

	0	1	2	3	4	5	6	7	8	9	10
30	42	46	50	55	59	63	66	70	74	77	80
31	43	48	52	56	60	64	68	71	75	78	81
32	45	49	53	57	61	65	69	73	76	79	82
33	46	50	55	59	63	66	70	74	77	80	83
34	48	52	56	60	64	68	71	75	78	81	84
35	49	53	57	61	65	69	73	76	79	82	85
36	50	55	59	63	66	70	74	77	80	83	86
37	52	56	60	64	68	71	75	78	81	84	87
38	53	57	61	65	69	73	76	79	82	85	88
39	55	59	63	66	70	74	77	80	83	86	89
40	56	60	64	68	71	75	78	81	84	87	90
41	57	61	65	69	73	76	79	82	85	88	91
42	59	63	66	70	74	77	80	83	86	89	91
43	60	64	68	71	75	78	81	84	87	90	92
44	61	65	69	73	76	79	82	85	88	91	93
45	63	66	70	74	77	80	83	86	89	91	94
46	64	68	71	75	78	81	84	87	90	92	94
47	65	69	73	76	79	82	85	88	91	93	95
48	66	70	74	77	80	83	86	89	91	94	95
49	68	71	75	78	81	84	87	90	92	94	96
50	69	73	76	79	82	85	88	91	93	95	97
51	70	74	77	80	83	86	89	91	94	95	97
52	71	75	78	81	84	87	90	92	94	96	98
53	73	76	79	82	85	88	91	93	95	97	98
54	74	77	80	83	86	89	91	94	95	97	98
55	75	78	81	84	87	90	92	94	96	98	99
56	76	79	82	85	88	91	93	95	97	98	99
57	77	80	83	86	89	91	94	95	97	98	99
58	78	81	84	87	90	92	94	96	98	99	99
59	79	82	85	88	91	93	95	97	98	99	100