

The United States was created on the foundation that the people must have rights within the government and that the people can protest in order to get rights they don't have. This was the case in both the labor movement and the women's suffrage movement. The labor movement was fueled by the inability of laborers to protect their rights in the workplace. The women's suffrage movement was propelled by the anger of women after all "males" could vote (including blacks); women were big players in the abolitionist movement. The labor movement and the women's suffrage movement ~~both~~ brought lasting change to American Society that is still apparent today.

During the Industrial Revolution in late 19th century America, laborers were taken advantage of by employers. To counter this injustice the labor movement was initiated. The earliest labor movements were the National Labor Union and the Knights of Labor (Doc 5). The Knights of Labor consisted of skilled and unskilled workers. Due to the public's belief that they were involved in violent incidents such as Haymarket Square and unselective

membership, the Knights of Labor soon were extinct. Next came the American Federation of Labor (AFL) which in the beginning only consisted of white skilled laborers. They were ~~successful~~ successful because they ~~demanded~~ depended on "Bread and Butter" negotiations. This meant that the AFL only asked for ~~the~~ necessities in labor reform such as higher wages and better working conditions. They used walkouts and boycotts to achieve their goals. This movement was necessary because conditions in factories were horrid and unhealthy. For example people who worked in textile factories often ~~to~~ had lung disease due to their regular inhaling of cotton particles in the air (Doc 4). If they got sick there was no workers' compensation or help for their families. While the AFL had some success because its skilled members were harder to replace, unskilled workers ~~are~~ needed help to make much progress. FDR pushed thru the Wagner Act to strengthen collective bargaining rights. Later, FDR supported the Fair Labor Standards Act

which set a minimum wage and limited child labor (Doc 6b). These policies are still in place today and continue to ensure fair labor practices.

The women's suffrage movement was further propelled by the fact that although former male slaves could vote, women could not still. In order to gain the right to vote women met during the Seneca Falls convention and drew up the Declaration of Sentiments that ~~they~~ very much resembled the ~~Declaration~~ Declaration of Independence but the Declaration of Sentiments was generally not taken seriously (Doc 7b). Having been abolitionists before the Civil War women were disappointed when the 15th amendment didn't include them. Women then formed groups such as the NAWSA to actively lobby the state and federal government and earn the right to vote. Finally ~~with~~ with the passage of the 19th amendment, women earned the right to vote. Resulting from this new right, more women could now hold political office. (Doc 9)

This is apparent ~~even~~ even today where there are more women than ever before holding office in Congress and even running for president.

The labor movement and the women's suffrage movement made many changes in American society that are still apparent today. Because of ~~their~~ their success we have the reforms in labor and women now had political freedom.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth by discussing the labor movement and the woman's suffrage movement
- Is more descriptive than analytical (*labor*: movement was fueled by the inability of laborers to protect their rights in the workplace; labor unions were necessary because conditions in factories were horrid and unhealthy; people who worked in textile factories often had lung disease due to the regular inhaling of cotton particles; unskilled workers needed help to make progress; policies of the Fair Labor Standards Act continue to ensure fair labor practices; *woman's suffrage*: propelled by the anger of women after all males, including blacks, could vote; to gain the right to vote, women met during the Seneca Falls Convention and drew up the Declaration of Sentiments; having been abolitionists before the Civil War, women were disappointed when the 15th amendment did not include them; more women could hold public office)
- Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*labor*: during the Industrial Revolution, laborers were taken advantage of by employers; the labor movement was initiated to counter injustice towards workers; the Knights of Labor consisted of skilled and unskilled workers; due to the public's belief that they were involved in violent incidents such as Haymarket Square, the Knights of Labor were soon extinct; the American Federation of Labor consisted of white skilled laborers and was successful because they depended on "bread and butter" negotiations; the American Federation of Labor used walkouts and boycotts to achieve their goals; if people got sick, there was no workers' compensation or help for their families; *woman's suffrage*: the Declaration of Sentiments resembled the Declaration of Independence; with the passage of the 19th amendment, women earned the right to vote; more women than ever before hold office in Congress today and even run for President)
- Includes some relevant facts, examples, and details (*labor*: Wagner Act, collective bargaining; minimum wage, limited child labor; *woman's suffrage*: National American Woman Suffrage Association, actively lobbied state and federal governments)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that state both movements made changes in American society that are still apparent today

Conclusion: Overall, the response fits the criteria for Level 3. A good factual knowledge of labor union history adds to the discussion of that movement; however, the woman's suffrage movement is addressed primarily through document interpretation. A more thorough discussion of the immediate and long-term impacts for both movements would have improved the response.

For many years, individuals have fought to obtain equal rights. Whether the rights were at the local or national level, actions have been made. The abolitionist movement sought to free African Americans from the bondage of slavery. The woman's suffrage movement was issued to supply women with equal voting rights as men. Through these actions, people have been determined to fight to obtain "unalienable rights."

The abolitionist movement helped African Americans gain liberty by the help of many influential people. Africans were forced into slavery in the United States and the number of enslaved rapidly increased between 1800 and 1860 (Doc1). These individuals were often abused, tormented, and overworked. They worked long days often with little food or clothes. In order to achieve freedom, actions were taken for decades. The Underground Railroad aided African Americans in escaping to Northern states or ~~and~~ Canada. Abolitionists opened their homes and allowed blacks to reside there (in secret) on their journey north. The Liberator and ~~the~~ Uncle Tom's Cabin were a newspaper and novel published to inform America of the ~~news paper~~ horrors and cruelty of slavery (Doc2). Eventually, after years of struggling and determination, African Americans were granted freedom. At first, President Lincoln freed slaves in states that had seceded from the Union and were in rebellion in his Emancipation Proclamation. Finally, in the 13th Amendment, all slaves were liberated and freed

from their masters. For the years to come, blacks faced segregation and discrimination. Laws and court decisions like Plessy v. Ferguson established "separate but equal" facilities which created separate public areas for whites and blacks. These facilities were far from equal. Hate groups also formed. The KKK attacked and lynched ~~the~~ innocent African Americans, simply because their skin was a different color. To this day, African Americans in some cases continue to face prejudice by people even though they have the same constitutional rights and freedoms as everyone else.

The women's suffrage movement was gender discrimination rather than racial. Women were denied to partake in many activities that men were active in. For example, at Seneca Falls women pointed out that they could not vote, own property, or make the same amount of money as men (Doc 7b). They struggled for years and "participated in vigils, parades, hunger strikes and illegal invasion of polling places" to get their point across (Doc 8b). These determined women were not willing to give up. Elizabeth Stanton was a leader of the women's rights movement and made speeches around the nation. She, along with many other men and women in the movement, gradually gained support of citizens especially as people considered women's wartime service. After World War I, the 19th Amendment was ratified and declared that women could vote. Millions of women could participate in the government and some women

even obtained seats in congress (Doc 9). Suffrage rights seemed to make them more equal in other areas as well. For the most part, women are viewed equal in society, although in some areas, women are still somewhat limited and viewed as insuperior to men.

It is evident that many movements have occurred that has made America what it is today. The abolitionists efforts and the women's suffrage advocates fought to allow and give blacks freedom from slavery and women's rights. These individuals now have more rights and liberties. The United States today is a nation that has more opportunities for equality and prosperity.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth by discussing the abolitionist movement and the woman's suffrage movement
- Is more descriptive than analytical (*abolitionist*: the movement sought to free African Americans from the bondage of slavery; the number of enslaved persons rapidly increased between 1800 and 1860; after years of struggling and determination, African Americans were granted freedom; finally in the 13th amendment, all slaves were liberated and freed; African Americans continue to face prejudice even though they have the same constitutional rights and freedoms as everyone else; *woman's suffrage*: they wanted to supply women with equal voting rights as men had; it was gender discrimination rather than racial; they could not vote, own property, or make the same amount of money as men; millions of women could participate in the government and some women obtained seats in Congress; for the most part, women are viewed equal in society although in some areas they are still somewhat limited)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates some relevant outside information (*abolitionist*: the Underground Railroad aided African Americans in escaping to Northern states or Canada; abolitionists opened their homes and allowed blacks to reside there in secret on their journey north; President Lincoln freed slaves in states that had seceded from the Union and were in rebellion in his Emancipation Proclamation; for years, blacks faced segregation and discrimination; laws and court decisions such as *Plessy v. Ferguson* established "separate but equal" facilities, which created separate public areas for whites and blacks that were far from equal; the Ku Klux Klan attacked and lynched innocent African Americans simply because their skin was a different color; *woman's suffrage*: Elizabeth Stanton along with many other men and women gradually gained support of citizens, especially as people considered women's wartime service; after World War I, the 19th amendment was ratified and declared that women could vote)
- Includes some relevant facts, examples, and details (*abolitionist*: slaves abused, tormented, overworked, little food, clothes; *The Liberator*, newspaper, *Uncle Tom's Cabin*, novel; *woman's suffrage*: Seneca Falls; vigils, parades, hunger strikes, illegal invasions of polling places)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that state goals of the abolitionist and the woman's suffrage movements

Conclusion: Overall, the response fits the criteria for Level 3. Document information supplemented by brief supporting historical statements demonstrates a general understanding of the abolitionist and woman's suffrage movements. The discussion of the abolitionist movement demonstrates an understanding of the continuing discrimination faced by African Americans, while the discussion of the societal impact of the suffrage movement is less detailed.

Movements in America arise when a group of people have the same grievance and wish to do something about it. Two such movements are the abolitionist movement and the women's rights movement.

The abolitionist movement in America fought to free the slaves. In the early 19th century, slavery was still a major part of American culture. This was a result of the growth of cotton, a major cash crop in Southern society. (Document 1a) Abolitionists, both ~~the~~ black and ~~white~~ ^{white}, opposed slavery on a moral basis. Abolitionists such as William Lloyd Garrison, who was white, and Frederick Douglass, who was black, fought for freedoms. Garrison published The Liberator, a magazine calling for an end to slavery. (Document 2) Once slavery was abolished, blacks still had little to no rights. This was during the period of Reconstruction in the American South. Blacks were free, but still faced harsh discrimination, segregation, and poverty.

As for the women's Rights movement, women felt that men had many more rights than they did, which was true. Women met at conventions and meetings such as the one at Seneca Falls. There, they stated their grievances, such as the fact that when married, they lost all property rights (Doc. 7b) Women picketed and protested. They participated in strikes and were jailed in some cases for their actions (Doc. 8b and 8c) As a result, women did gain rights such as the vote. However, they still did not experience full equality in society.

Both the abolitionist movement and the women's rights

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

movement obtained some goals. In both cases, ~~more~~ however, the protesting groups still faced inequalities in society.

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

- Minimally develops all aspects of the task by discussing the abolitionist movement and the woman's suffrage movement
- Is primarily descriptive (*abolitionist*: movement fought to free slaves; in the early 19th century, slavery was still a major part of American culture; both black and white abolitionists opposed slavery on a moral basis; *woman's suffrage*: women felt that men had many more rights than they did; at Seneca Falls, women stated their grievances such as when married they lost all property rights; women did gain rights such as the vote)
- Incorporates limited relevant information from documents 1, 2, 7, and 8
- Presents little relevant outside information (*abolitionist*: cotton was a major cash crop in Southern society; once slavery was abolished, blacks still had little to no rights; during the period of Reconstruction in the American South, blacks were free but still faced harsh discrimination, segregation, and poverty; *woman's suffrage*: women still did not experience full equality in society)
- Includes relevant facts, examples, and details (*abolitionist*: William Lloyd Garrison, Frederick Douglass; Garrison, *The Liberator*; *woman's suffrage*: conventions, meetings, picketed, strikes, jailed); includes a minor inaccuracy (*abolitionist*: *The Liberator* was a magazine)
- Demonstrates a general plan of organization; includes an introduction that states movements arise when people have the same grievance and wish to do something about it and a conclusion that states protesting groups still face inequalities today

Conclusion: Overall, the response fits the criteria for Level 2. Brief relevant statements indicate an understanding of the documents and their linkage to the task. Impact statements for both movements recognize limitations, but supporting facts and details are sparse, especially in the case of woman's suffrage.

Throughout history, Americans have attempted to change aspects of society in order to benefit those who ~~are~~ are a part of it. Many movements have come about to give rights to those who should have them, but are denied by some aspect of the government. Two such movements are the abolitionist movement, and the women's suffrage movement. ~~Both movements~~

During the 1800's, cotton became a hugely sought after cash crop. The production of cotton was very difficult and tedious. Many plantations began buying slaves to do their work ~~in~~ in the fields. ~~The~~ cotton production between 1800 and 1860 increase as well as the number of slaves. There was less than ^{one} ~~one~~ million slaves in 1800. By 1860 there was almost four million slaves. (doc 1a). Slaves were often forced from their homes in Africa to be brought to America. ^(doc 1b) The African Americans were chained in the

cargo area of ships in close quarters allowing diseases to spread much more easily among them. When slaves were bought, their masters often treated them badly. ^(doc 1b) Slaves were beaten, ~~and~~ whipped, ^{and} fed little food. ~~and~~ these humans were treated like animals and ~~they~~ had no rights like those of the white ~~men~~ men. Black abolitionists during the movement used armed rebellions and elections to achieve their goals, whereas white abolitionists used newspapers and lecture platforms to achieve the goal of rights for African Americans. (doc 2). The abolitionist movement "steered the nation toward universal rights, and was instrumental in embedding those rights into the Constitution" (doc 3). Though African Americans were on their way to having equal rights to whites, male abolitionists failed to mention females in the thirteenth, fourteenth and fifteenth amendments (doc 3).

This began the ~~the~~ women's suffrage movement.

Throughout history women have been viewed as second class citizens to men. Women were to stay home in order to take care of their children, ~~hus~~ and husband. Women were not welcome in the job force. If a woman was married, she was civilly dead "in the eye of the law". Women were not permitted to gain a proper education. ~~and therefore~~ ~~to even property~~ women had no rights to earn property, or even to the wages she earned. (Doc 7b).

The NAWSA or the National American Woman's Suffrage Association was an organization that was effective during the suffrage movement. In 1893 the organization had 13,150 members. In 1917 it grew to over two million members. ^(Doc 8b) Many women formed protests and participated in vigils, parades and hunger

strikes. ~~even~~ ~~these~~ women were finally allowed to vote and some ^{were} even elected into public office (Doc 9).

Throughout American history, many groups of people had been viewed as second class citizens.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task by discussing the abolitionist movement and the woman's suffrage movement
- Is primarily descriptive (*abolitionist*: slaves were often forced from their homes in Africa to be brought to America; when slaves were bought, their masters often treated them badly; male abolitionists failed to mention females in the 13th, 14th, and 15th amendments; *woman's suffrage*: if a woman was married, she was civilly dead in the eye of the law; the National American Woman Suffrage Association was an effective organization during the suffrage movement)
- Incorporates limited relevant information from documents 1, 2, 3, 7, 8, and 9
- Presents little relevant outside information (*abolitionist*: during the 1800s, cotton became a hugely sought after cash crop; many plantations began buying slaves to do their work in the fields; *woman's suffrage*: women viewed as second class citizens to men)
- Includes few relevant facts, examples, and details (*abolitionist*: increased cotton production between 1800 and 1860; one million slaves in 1800, almost four million by 1860; slaves beaten, whipped, fed little food; *woman's suffrage*: stay home; take care of children and husband; vigils; parades; hunger strikes; finally able to vote; elected to public office); includes an inaccuracy (*woman's suffrage*: women were not welcome in the job force)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Although paraphrased statements appear sporadically throughout the development of both the abolitionist and woman's suffrage movements, overgeneralizations regarding each movement detract from the effort. A lack of specificity regarding the impact of each movement weakens the discussion.

One of the most influential movements in American History was the abolitionist movement. This movement had a very big impact on our society. There has been influential Supreme Court Cases such as Dred Scott v. Sanford and Brown v. Board of Ed. These also made a tremendous impact on the abolitionist movement and helped. This movement was part of the biggest problems that faced our country was slavery.

In Document 1 there are two graphs one shows the cotton production and the other growth of slavery. Each of these graphs increased in the bales of cotton and the number of slaves. This shows how much cotton we produced needed a ton of slaves. We went from having about only 1,000,000 slaves to 4,000,000 slaves which is a very sad and ugly part of our nations history. This shows how many people were obsessed with slavery and needed slaves.

In Document 1B it talks about slavery and how harsh it was. James L. Bradley was also a slave and Document 1B is based upon his life. He reveals the dark side of what slavery is actually like. They will torment a slave with kicks and knocks and will sometimes go further than that. He remembered one time where his master took a curry comb and wailed him in the neck. This shows how horrible the white people are to other ~~white~~ people.

Document 2 shows all the work that the abolitionists did. So that all the slaves could finally have freedom. They talk about the differences between white and black abolitionist. Many white abolitionist used the media to show why slavery is so wrong. They used the newspaper to stir up these feelings among Americans. The black abolitionist took a different

approach by rebellion.

In Document 3 it talks about the impact that the abolitionist movement had on America. It talks about universal rights and how they should be embedded in the Constitution. By them doing this it shows the ~~American's~~ white man's unwillingness to change.

In conclusion ~~as~~ slavery was abolished and slaves were freed. These Documents show all the work and effort put into this movement. It also shows the ugly side of slavery.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task for the abolitionist movement
- Is primarily descriptive (*abolitionist*: slavery is a very sad and ugly part of our nation's history; James Bradley's life revealed the dark side of what slavery was really like; slaves were tormented with kicks and knocks that sometimes went further; many white abolitionists used the media to show why slavery was so wrong and used newspapers to stir up feelings among Americans; the movement talked about universal rights and how they should be embedded in the Constitution); includes faulty and weak application (*abolitionist*: document 3 shows the white man was unwilling to change)
- Incorporates limited relevant information from documents 1, 2, and 3
- Presents no relevant outside information
- Includes relevant facts, examples, and details (*abolitionist*: differences between white and black abolitionists; black abolitionists, rebellion); includes an inaccuracy (*abolitionist*: *Brown v. Board of Education* made a tremendous impact on the abolitionist movement)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that states slavery was abolished and slaves were free

Conclusion: Overall, the response fits the criteria for Level 2. Documents are correctly linked to each aspect of the task, but concluding summary statements generally offer weak connections to the information presented. The identification of slavery as one of our nation's most serious problems is relevant.

Intro → Movements have brought about economic, Political, and Social changes throughout United States history.

Two movements ~~explaining~~ explaining this are The Women's Suffrage Act and The abolitionist movement. These movements are reasonings for changes in United States history because of impacts people put on others.

First Paragraph →

The ~~abolitionist~~ abolitionist movement started when Slavery was around. In the 1800's to the 1860's the Cotton Production increased as well as the growth of slavery (Document 1). The increase of cotton is because of the increased number of slaves to produce the cotton. A slave who purchased his freedom was James L. Bradley, (Document 1b). James suffered some hardships when he was younger. When James was three ~~was~~ ^{he} was taken away from his family in Africa, then he was brought to Pendleton County, South Carolina where he was beaten by his master Mr. Bradley. (Document 1b)

Second Paragraph →

The Women's Suffrage Act was another great impact on the United States history. In (Document 7a) women have contributed to their demand of equality by their mothers generation that had been a leading force in the Great Awakening two decades before the women in Mary McClintock's Kitchen. Another impact

one the history of The United States is the Seneca Falls Declaration of Sentiments. This Declaration stated that if a man marries a woman that the woman is deprived of all rights by the man, and that if a woman doesn't marry that the tax is based on when her property is profitable. (Document 7b). Women's rights groups influenced the people by hundreds of campaigns and participations, in vigils, parades, hunger strikes and invasion of polling places. (Document 8a).

Throughout United States history, movements have brought about economic, political and social change. These are some to many movements that have changed ~~the~~ the United States history. The women's rights movement and the abolitionist movement are ~~the~~ two of many that have and will change history.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task for the abolitionist movement and the woman's suffrage movement
- Is descriptive (*abolitionist*: in the 1800s to the 1860s, cotton production increased as well as the growth of slavery; James Bradley purchased his freedom; James Bradley suffered some hardships when he was younger; *woman's suffrage*: their mothers had been a leading force in the Great Awakening two decades before; Declaration of Sentiments states if a man marries a woman, she is deprived of all rights)
- Includes minimal information from documents 1, 7, and 8
- Presents no relevant outside information
- Includes relevant facts, examples, and details (*abolitionist*: James Bradley, taken away from his family, beaten by his master; *woman's suffrage*: hundreds of campaigns; participation in vigils, parades, hunger strikes, invasion of polling places)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 1. Documents are accurately linked to specific movements; however, information about the abolition movement centers on James Bradley's experiences as a slave. The historical circumstances and methods associated with the woman's suffrage movement are incorrectly identified as impacts. Although the response acknowledges that each movement created change and had an impact, no specifics support either claim.

The United States has gone through many movements during its time. The abolitionist movement and the women's suffrage movement are just two of the many critical times in United States History.

The abolitionist movement was an attempt to gain equal rights for all african americans. during the abolitionist movement there were many peaceful protests and some protests turned violent. According to Howard Zinn one way abolitionists achieved their goals was that they would write articles in newspapers. (doc 2). This movement changed american society forever because it greatly helped gain equal rights for all african americans.

The women's suffrage movement helped gain equal rights for all women. The women's suffrage movement was a ~~hard~~ hard movement to win because the country was in the middle of a war at the time. Women would hold up signs explaining why they need rights and they went on hundreds of campaigns. (doc 8). This movement won equal rights for all women.

During the many events in United States history, the abolitionist movement and the

Anchor Paper – Document–Based Essay—Level 1 – B

women's suffrage movement are 2 of the most important happenings in U.S history. This is because they paved the way for other movements for equal rights.

Anchor Level 1-B**The response:**

- Minimally develops some aspects of the task for the abolitionist movement and the woman's suffrage movement
- Is descriptive (*abolitionist*: movement changed American society forever because it helped gain equal rights for all African Americans); includes weak application (*abolitionist*: the movement was an attempt to gain equal rights for all African Americans; *woman's suffrage*: it was a hard movement to win because the country was in the middle of a war at the time; movement won equal rights for all women)
- Includes minimal information from documents 2 and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*abolitionist*: peaceful protests, some violent; articles in newspapers; *woman's suffrage*: held up signs; hundreds of campaigns)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 1. A few facts selected from two documents demonstrate a limited understanding of the theme. However, the application of equal rights as the goal of each movement is erroneous. In addition, the response also lacks the historical circumstances of both movements.

Throughout American history, social movements have been used as a tool to advocate economic, political, and societal change. Two of the most recognized movements were for abolition and women's rights, in which oppressed groups of Americans fought for equality in the eyes of both the law and the public. Interestingly, abolition and women's rights have been intertwined since the nineteenth century. Abolition worked as a catalyst for the women's movement, yet at the same time, an irritation. Nevertheless, through dedication to their cause and strength over adversity, all of these activists succeeded in changing the United States—some changes continue even today.

Early abolition began with Quakers and many Northern States ended slavery before 1800. Because of the South's heavy dependence on slave labor to expand the cotton industry, 19th century abolitionists faced opposition from plantation owners and those who made their profit in the slave trade—a conflict that would escalate into a Civil War in the 1860s. Slaves wanted to escape the physical abuse of their masters, and some did just that by use of Harriet Tubman's Underground Railroad. White abolitionists, including many women who would become forerunners of the women's rights movement,

helped runaway slaves by hiding them in a path of houses leading to freedom in the North. Freedom fighters of both races in the North published anti-slavery literature such as the Liberator and Freedom's Journal. White abolitionists such as Harriet Beecher Stowe and the Grimke sisters battled slavery with words, whether written in newspapers or spoken at conventions. The African-American opponents of slavery sometimes took a more radical approach: Nat Turner along with others led slave uprisings resulting in the death of slave holders. The battle turned even bloodier once the Union went to war with the ~~seceded~~^{seceded} Confederacy to reunite the country but in the end, abolitionists triumphed. The 13th, 14th, and 15th amendments were added during Reconstruction, granting freedom and citizenship to blacks and suffrage to blackmen. Of course, it didn't stop racism or segregation, which wouldn't be addressed head-on until the civil rights movement of the 1960s. The abolition movement was still a tremendous accomplishment for African-Americans, however, and Americans become more aware of other violations of human rights—namely, the treatment of women.

After the ~~13th~~ post-civil war ~~amendment~~^{15th} failed to mention females, women's rights activists were

outraged and started to rally for ~~the~~ suffrage. Earlier the Seneca Falls Convention of 1848 had increased awareness and drew support from women and some male sympathizers, such as Frederick Douglass, but it wasn't until near the turn of the twentieth century that the movement really picked up speed. Young and older experienced women's rights protestors, and educated females were especially active and led protests complete with banners, at colleges and public places: many were inspired by their own mothers and grandmothers, who were active in the social movements of their own time. Eventually the 21st amendment was passed, giving women the right to vote. Although at the time it wasn't viewed as a significant political change, we can see today that women are as involved in politics and society as men - and we have women's rights leaders like Elizabeth Cady Stanton to thank for a movement that continues to today.

Movements have shaped American history and made our nation what it is today, regardless of how unlikely the success of the protests seemed to be at the time they were happening. The adversity activists faced only made them fight harder, though, and helped give universal rights to men and women, blacks and whites.

Throughout history many people started movements to change some aspect of society. Different people were unhappy with the current state of some laws and policies and wanted them changed. The ~~the~~ abolitionist movement and the woman's suffrage movement are both prime examples of movements ~~the~~ from history.

The abolitionist movement was started to free the slaves in the South. Slaves were around for many years and once cotton production increased, the amount of slaves increased (Doc 1). The abolitionist believed that slavery should not exist. Many white abolitionist tried to help using the law to get the necessary changes (Doc 2). Many abolitionists assisted by conducting the Underground railroad. The abolitionist movement greatly helped the African Americans and everyone. ~~The~~ This movement helped others recognize universal rights for everyone that should be added to the Constitution (Doc 3).

The woman's suffrage movement was an extremely important movement. Women were denied rights that were given to men, and they especially wanted the right to vote. Many women gathered at Seneca Falls to bring forth their demand for more rights through the drawing up of the Declaration of Sentiments (Doc 7). The Declaration outlined many rights that had been denied to women. Women's rights groups used many methods such as lobbying and mounted many campaigns for their right to vote (Doc 8). Although many ~~people~~ people didn't listen to their pleas for their denied right. After time the woman's suffrage movement proved to be successful as they gained the right to vote. The movement allowed for

Document-Based Essay—Practice Paper – B

millions of women to vote and some women were even elected into seats of Congress (Doc 9). ~~The movement was~~

Many of these movements had profound impact on the lives of everyone in the U.S. The abolitionists constantly had lectures and meetings attempting to show the people that slavery was wrong. The women's suffrage groups spoke out for their denied rights, their cries reaching every ear of every American. These movements allow for the necessary change ~~in~~ socially and politically.

The United States was the center of the cultural world, meaning that every nationality was in the United States. There were struggles in the US with the rights of minorities & women

Women - have contributed to this country in so many ways before they were treated as equals. Who do you think kept the house clean & healed their husbands wounds. Women were treated like another species but still persevered & got their rights

Minorities came to this country & no one liked them. No one gave them jobs & no one gave them any service, they just struggled. They also had no rights until they worked hard & earned their spot in America

In conclusion the US is a tough place to be when it is foreign to you, but once you are accepted it is the happiest place on Earth. Women & minorities have both experienced this

Throughout United States History, movements have tried to bring about certain change. Both the abolitionist movement and the labor movement were successful in accomplishing their goals, but both movements resulted in very little immediate change. The abolitionist movement was during the 19th century concerning the ending of slavery while the labor movement, in the late 19th century into the 20th century dealt with abuses of 'Robber Barons' and others during the time.

The United States of America was a country based on freedom but dependent on slavery. In the south, the economy was dependent on slaves, as seen in the relationship of cotton production and growth of slavery graphs. However, the slaves were sometimes brutally abused. Even slaves that had 'Fair' masters experienced extreme hardship. James L. Bradley, a freed slave, says that his master often abused and beat him, one time even knocking him unconscious, showing said hardships. These moral wrongs eventually led to disagreements of the northerners, who did not employ slaves, and the southerners, who were obviously reliant on slaves. These disagreements ultimately led to the emergence of the abolitionist movement and eventually the Civil War. The abolitionists were set on freeing the slaves and outlawing the immoral institute for good. As seen in A People's History of the United States, abolitionists, both black

and white, relied on many different tactics in order to achieve their goals. One such tactic^{was} armed insurrection and John Brown did just this at Harper's Ferry to gain support. Although this tactic was not successful, writers and the political system were. Although, as Wendy McElroy says, thousands of individual blacks were assisted, the movement ultimately succeeded when the 13th amendment was passed; however, it did not provide equality for the African Americans. Jim Crow laws, grandfather clauses, crop lien systems, and legal segregation, as backed by the Plessy v. Ferguson case, all contributed to the continuation of inequality. So although freedom was granted, the freed men continued to fight against discrimination.

The laissez-faireistic government combined with the Industrial Revolution allowed for the creation of Robber Barrons after the Civil War. These business leaders, in a capitalist economy, often sought to better themselves at the expense of workers. For many years factory owners treated workers poorly and allowed the workers to work in horrible conditions as seen in "The Female Workers of Lowell," 1836. This along with childrens employment and other abuses sparked the labor movement with main goals to set laws and regulations protecting workers in the workplace. Workers formed unions, federations, and leagues, including the AFL and KOL, along with strikes in order to fight the business practices such as wage decreases

and company towns. In the end, these strikes and unions led to the adoption of the Fair Labor Standards Act which created public awareness of how workers were abused and protected workers' wages, set overtime pay, and made rules regulating child labor laws. The Wagner Act was passed to make working conditions safer by giving workers the right to collective bargain. After these acts were passed however, some people thought labor might become too powerful and favored cutting back the gains made by workers during the Depression.

Although movements throughout history have constantly been successful in bringing about economic, political, or social change, that change was not immediately drastic and took many more years of fighting in order to finally realize the true goals of the movements.

Throughout history, various groups of people have felt it necessary to establish themselves to fight for a more equal American society. Of this sentiment, the abolitionist and women's suffrage movements arose to fight the evils of society they saw.

The sole reason each movement developed in the United States was due to the historical abuses of each group. The abolitionist movement formed primarily due to the horrible conditions slaves lived in as described in document 1B. The slaves were mistreated. They were physically abused and forced to do work from sunrise to sundown. Slaves were considered lower than humans; they were considered property as legally determined by the Supreme Court case *Dred Scott v. Sandford*. Women had also faced injustices since the colonial period which led to the creation of the women's suffrage movement. Document 2B, an excerpt from the Declaration of Sentiments, lists many wrongs women were faced with. Women faced restrictions over the ownership of property and could not vote like most white men could. Historically women had played important supportive roles during the American Revolution and in reform leadership as mentioned in Document 2a. Women were a large part of the Great Awakening and often were influenced by religion to become social activists. Such ideas like "republican motherhood" gave importance and responsibility to women to morally educate their children, which demonstrated to women, and men, that families could handle further responsibility in society. Thus, both movements found their roots in historical injustices.

Both movements found various techniques to get their goals and the desires of their movement heard and ultimately obtain their goals and change social conditions. Abolitionists often wrote in newspapers such as the "North Star" or started their own, as discussed in Document 2. Frederick Douglass also took to the stand to give speeches in favor of abolition. Angela Grimbe and her sister also took part in the movement by making speeches. Sojourner Truth, a freed Black female, often gave speeches and recounted to the audience tales of the many abuses she endured as a slave and as a woman. Elizabeth Cady Stanton and Secretia Mott, learning from their experiences in the abolitionist movement, used similar practices to obtain their goals. As shown in Documents 8a and 8b, women during the late 19th and early 20th centuries gathered in speeches, public protests, and even hunger strikes to draw attention to the women's suffrage movement. Women had been organizing gatherings such as the Seneca Falls convention in which the Declaration of Sentiments was written even before the Civil War. Extremists, such as Alice Paul and even Susan B. Anthony, took drastic measures, just as some abolitionists had. Paul nearly starved herself while Anthony was arrested for voting illegally. Overall, the groups used many different tactics to obtain their goals. Once each group obtained the results they had fought long and hard for, society seemed changed with it. The work of abolitionists contributed to the Radical Republican passage of the 13th, 14th, and

15th amendments which freed slaves, allowed former slaves to become citizens, and allowed them to vote. This is the impact the abolitionist movement desired, as discussed in document 3, the country began the long road to writing down universal equality laws. Also, the social change caused problems between two sections of the country. The North supported abolition but Southerners wished to restrict African American rights. Jim Crow laws and "separate but equal" segregation appeared in different sections of the country due to this change. It wasn't until the civil rights movement took hold in the 1960s that equality would become more universal.

The women's suffrage movement received the passage of the 19th Amendment which gave women the right to vote. As mentioned in document 9, more women were then elected to office while not voting in greater numbers than men. Moral issues were addressed by women in political office and as voters. Thanks to these changes, each group of people came closer to achieving much deserved equality.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with little depth by discussing the abolitionist movement and the woman's suffrage movement
- Is more descriptive than analytical (*abolitionist*: it worked as a catalyst for the woman's movement; slaves wanted to escape and some did that by the use of Harriet Tubman's Underground Railroad; white abolitionists included many women who would become forerunners of the women's rights movement; Americans became more aware of other violations of human rights, namely the treatment of women; *woman's suffrage*: after the 15th amendment failed to mention females, women's rights activists were outraged and started to rally for suffrage; the Seneca Falls Convention of 1848 had increased awareness and drew support from women and some male sympathizers; it was not until near the turn of the 20th century that the movement really picked up speed; many women were inspired by their own mothers and grandmothers who were active in the social movements of their own time; although the amendment was not viewed as a significant political change, we can see today that women are as involved in politics and society as men)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*abolitionist*: early abolition began with Quakers and many Northern states ended slavery before 1800; because of the South's heavy dependence on slave labor, 19th-century abolitionists faced opposition from plantation owners and those who had made their profit in the slave trade—a conflict that would escalate into a Civil War; Harriet Beecher Stowe and the Grimke sisters battled slavery with words; Nat Turner along with others led slave uprisings resulting in the death of slaveholders; amendments granted freedom and citizenship to blacks and suffrage to black men; amendments did not stop racism or segregation which would not be addressed head-on until the civil rights movement of the 1960s; *woman's suffrage*: Frederick Douglass sympathized with the movement)
- Includes some relevant facts, examples, and details (*abolitionist*: freedom fighters of both races; antislavery literature, *The Liberator*, *Freedom's Journal*; 13th, 14th, and 15th amendments; *woman's suffrage*: protests, banners at colleges and public places); includes a minor inaccuracy (*woman's suffrage*: the 21st amendment gave women the right to vote)
- Demonstrates a satisfactory plan of organization; includes an introduction that discusses how both movements have been intertwined since the 19th century and a conclusion that is beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Although an attempt is made to show the interconnected nature of the abolitionist and woman's suffrage movements, the development of the woman's suffrage movement is not as thorough as the abolitionist movement. The recognition that both reforms required further efforts after their initial successes is introduced; however, a lack of supporting facts and details weakens the response.

Practice Paper B—Score Level 2

The response:

- Minimally develops all aspects of the task by discussing the abolitionist and the woman's suffrage movement
- Is primarily descriptive (*abolitionist*: slaves were around for many years, and once cotton production increased, the number of slaves increased; abolitionists believed that slavery should not exist; abolitionists had lectures and meetings attempting to show the people that slavery was wrong; *woman's suffrage*: women were denied rights that were given to men; women especially wanted the right to vote; many people did not listen to women's pleas for their denied rights; the movement proved to be successful as they gained the right to vote; some women elected to Congress); includes faulty and weak application (*abolitionist*: the movement greatly helped African Americans and everyone; the movement helped others recognize universal rights for everyone that should be added to the Constitution; *woman's suffrage*: the cries of suffrage groups reached every ear of every American)
- Incorporates limited relevant information from documents 1, 2, 3, 7, 8, and 9
- Presents little relevant outside information (*woman's suffrage*: women's rights groups used many methods such as lobbying)
- Includes relevant facts, examples, and details (*abolitionist*: free the slaves in the South; Underground Railroad; *woman's suffrage*: Seneca Falls; Declaration of Sentiments)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that mentions a method used by each movement

Conclusion: Overall, the response fits the criteria for Level 2. Statements about document information are correctly linked to the task but are presented in isolation with limited explanation. Some accurate conclusions support the discussion of woman's suffrage; however, the impact of the abolition movement lacks specificity.

Practice Paper C—Score Level 0

The response:

Fails to develop the task

Conclusion: Overall, the response fits the criteria for Level 0. A vague recognition that women and minorities were not treated equally and had to work hard to gain rights is not sufficient for any credit.

Practice Paper D—Score Level 3

The response:

- Develops all aspects of the task with little depth by discussing the abolitionist movement and the labor movement
- Is more descriptive than analytical (*abolitionist*: the United States was a country based on freedom but dependent on slavery; the relationship between cotton production and slavery showed that the Southern economy was dependent on slaves; even slaves who had “fair” masters experienced extreme hardship; abolitionists were set on freeing the slaves and outlawing the immoral institute for good; the 13th amendment did not provide equality for African Americans; freedom was granted but the freedmen continued to fight against discrimination; *labor*: business leaders in a capitalist economy often sought to better themselves at the expense of workers; for many years, factory owners treated workers poorly and allowed the workers to work in horrible conditions; children’s employment and other abuses spurred the labor movement’s main goals; after labor legislation was passed, some people thought labor might become too powerful)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates limited relevant outside information (*abolitionist*: John Brown used the tactic of armed insurrection at Harper’s Ferry to gain support; Jim Crow laws, grandfather clauses, crop lien systems, and legal segregation as backed by the *Plessy v. Ferguson* case contributed to the continuation of inequality; *labor*: laissez-faire government combined with the Industrial Revolution allowed for the creation of robber barons; the Wagner Act was passed to make working conditions safer by giving workers the right to collective bargain)
- Includes some relevant facts, examples, and details (*abolitionist*: slaves brutally abused; Civil War; *labor*: unions; federations; leagues; American Federation of Labor; Knights of Labor; strikes; wage decreases; company towns; Fair Labor Standards Act; protected workers’ wages; set overtime pay; made rules regulating child labor; Depression)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that state both movements achieved their goals, but resulted in little immediate change

Conclusion: Overall, the response fits the criteria for Level 3. The response uses broad general statements to discuss the abolitionist movement and the labor movement. Although relevant outside historical references are included for both movements, they often lack explanation.

Practice Paper E—Score Level 4

The response:

- Develops all aspects of the task by discussing the abolitionist movement and the woman’s suffrage movement
- Is both descriptive and analytical (*abolitionist*: formed primarily due to the horrible conditions slaves lived in; *woman’s suffrage*: historically, women had played important roles during the American Revolution and in reform leadership; roles of women proved they could handle further responsibility in society; more women elected to office)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*abolitionist*: slaves were physically abused and were forced to do work from sunup to sundown; slaves were considered property as legally determined by *Dred Scott v. Sanford*; Frederick Douglass took the stand to give speeches in favor of abolition; Angela Grimke and her sister also made speeches; Sojourner Truth recounted tales of the many abuses she had endured as a slave; their work contributed to Radical Republican passage of the 13th, 14th, and 15th amendments which freed slaves, allowed former slaves to become citizens, and allowed them to vote; the North supported abolition but both Northerners and Southerners wished to restrict the rights of African Americans; Jim Crow laws and “separate but equal” segregation appeared in different sections of the country; it was not until the civil rights movement that equality would become more universal; *woman’s suffrage*: women were often influenced by religion to become social activists; ideas such as “republican motherhood” gave importance and responsibility to women to morally educate their children; Elizabeth Cady Stanton and Lucretia Mott learned from their experiences in the abolitionist movement and used similar tactics in the suffrage movement; Alice Paul nearly starved herself and Susan B. Anthony was arrested while voting illegally; the passage of the 19th amendment gave women the right to vote; moral issues were addressed by women in political office and as voters)
- Supports the theme with relevant facts, examples, and details (*abolitionist*: slaves; newspapers; *The North Star*; *woman’s suffrage*: injustices since the colonial period; restrictions over ownership of property; Great Awakening; parades; public protests; hunger strikes; Seneca Falls Convention; Declaration of Sentiments)
- Demonstrates a logical and clear plan of organization; includes an introduction that states both movements arose to fight the evils of society and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 4. The organizational approach to the task lends itself to a comparative discussion that demonstrates a good historical understanding of both movements. Although the critical appraisal of the impact of the abolitionist movement is thoughtful, the impact of the woman’s suffrage movement is primarily centered on document interpretation.

United States History and Government Specifications June 2012

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Foreign Policy: Presidential Decisions and Actions; Places and Regions	Standards 1, 2, 3, 4, and 5: United States and New York History; World History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Reform Movements; Economic Systems; Constitutional Principles; Civic Values	Standards 1, 3, 4, and 5: United States and New York History; Geography; Economics; Civics, Citizenship, and Government

Notes:

Part I and Part II scoring information is found in Volume 1 of the Rating Guide.

Part III scoring information is found in Volume 2 of the Rating Guide.

The *Chart for Determining the Final Examination Score for the June 2012 Regents Examination in United States History and Government* will be posted on the Department's web site at: <http://www.p12.nysed.gov/apda/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides an online evaluation form for State assessments. It contains spaces for teachers to respond to several specific questions and to make suggestions. Instructions for completing the evaluation form are as follows:

1. Go to <http://www.forms2.nysed.gov/emsc/osa/exameval/reexameval.cfm>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.