

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME
2 OF 2
DBQ

UNITED STATES HISTORY AND GOVERNMENT

Thursday, August 13, 2015 — 8:30 to 11:30 a.m., only

RATING GUIDE FOR PART III A AND PART III B (DOCUMENT-BASED QUESTION)

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site at: <http://www.p12.nysed.gov/assessment/> and select the link "Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents Examination period.

Contents of the Rating Guide

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

- A question-specific rubric

For **Part III B** (DBQ) essay:

- 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

General:

- Test Specifications
- Web addresses for the test-specific conversion chart and teacher evaluation forms

Mechanics of Rating

The procedures on page 2 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 Scoring the Regents Examination in Global History and Geography and United States History and Government*.

Copyright 2015

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

Rating the Essay Question

- (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 are to be scored by one rater.
- (3) The scores for each scaffold question must be recorded in the student's examination booklet and on the student's answer sheet. The letter identifying the rater must also be recorded on the answer sheet.
- (4) Record the total Part III A score if the space is provided on the student's Part I answer sheet.

Schools are not permitted to rescore any of the open-ended questions (scaffold questions, thematic essay, DBQ essay) on this exam after each question has been rated the required number of times as specified in the rating guides, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately. Teachers may not score their own students' answer papers.

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 conversion chart for this examination is located at <http://www.p12.nysed.gov/assessment/> and must be used for determining the final examination score.

United States History and Government
Content-Specific Rubric
Document-Based Question
August 2015

Document 1

This excerpt is from a petition to Congress in 1871 by African Americans in Frankfort, Kentucky, seeking protection from the Ku Klux Klan.

...We would respectfully state that life, liberty, and property are unprotected among the colored race [African Americans] of this State. Organized bands of desperate and lawless men, mainly composed of soldiers of the late rebel armies, armed, disciplined, and disguised, and bound by oath and secret obligations, have, by force, terror, and violence, subverted [undermined] all civil society among colored people; thus utterly rendering insecure the safety of persons and property, overthrowing all those rights which are the primary basis and objects of the Government, which are expressly guaranteed to us by the Constitution of the United States as amended [by the 13th, 14th, and 15th amendments]. ...

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

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

1 According to this document, what was *one* problem faced by African Americans in Kentucky?

Score of 1:

- States a problem faced by African Americans in Kentucky according to this document
Examples: life *or* liberty *or* property was unprotected among African Americans; organized bands of men had by force/terror/violence subverted all civil society among colored people/African Americans; safety of persons *or* safety of property had been rendered insecure; rights guaranteed by the Constitution of the United States/13th, 14th, and 15th amendments had been overthrown/they were denied their constitutional rights; African Americans had been driven from the polls; African Americans had been refused the right to vote; many African Americans had been slaughtered while attempting to vote; they were discriminated against; they needed protection from the Ku Klux Klan; terror; violence

Score of 0:

- Incorrect response
Examples: the Constitution had been upheld; the 13th/14th/15th amendments had been passed; African Americans did not pay taxes; Americans were taxed; they were law-abiding
- Vague response
Examples: organized bands; obligations; it was the state of things; guaranteed results; subverted; refused; polls; vote
- No response

Document 2

...We want full manhood suffrage, and we want it now, henceforth and forever. ...

We want the laws enforced against rich as well as poor; against Capitalist as well as Laborer; against white as well as black. We are not more lawless than the white race, we are more often arrested, convicted and mobbed. We want justice even for criminals and outlaws. We want the Constitution of the country enforced. We want Congress to take charge of Congressional elections. We want the Fourteenth Amendment carried out to the letter and every State disfranchised* in Congress which attempts to disfranchise [deny voting rights to] its rightful voters. We want the Fifteenth Amendment enforced and no State allowed to base its franchise simply on color. ...

These are some of the chief things which we want. How shall we get them? By voting where we may vote, by persistent, unceasing agitation; by hammering at the truth, by sacrifice and work. ...

*The 14th amendment provides that states denying voting rights to male citizens will lose some representatives in Congress.

Source: W. E. B. Du Bois, Niagara Movement Address, 1906 (adapted)

2 According to this document, what is *one* demand made by W. E. B. Du Bois regarding the rights of African Americans?

Score of 1:

- States a demand made by W. E. B. Du Bois regarding the rights of African Americans according to this document
Examples: full manhood suffrage/suffrage; laws enforced against whites as well as blacks *or* rich as well as poor *or* capitalists as well as laborers; justice for criminals/outlaws; enforcement of the Constitution; Congress to take charge of congressional elections; 14th amendment/15th amendment carried out to the letter/enforced; every state that attempts to disfranchise its rightful voters should lose representation in Congress; no state allowed to base its franchise simply on color

Score of 0:

- Incorrect response
Examples: to repeal the 14th/15th amendments; states should take charge of congressional elections; states can base their franchise on color; unceasing agitation
- Vague response
Examples: to get things; to disfranchise; to convict; to arrest; deny voting rights; Congress to take charge; carried out to the letter
- No response

Document 3a

...Many of the issues of civil rights are very complex and most difficult. But about this there can and should be no argument. Every American citizen must have an equal right to vote. There is no reason which can excuse the denial of that right. There is no duty which weighs more heavily on us than the duty we have to ensure that right. ...

Every device of which human ingenuity is capable has been used to deny this right. The Negro [African American] citizen may go to register only to be told that the day is wrong, or the hour is late, or the official in charge is absent. And if he persists, and if he manages to present himself to the registrar, he may be disqualified because he did not spell out his middle name or because he abbreviated a word on the application.

And if he manages to fill out an application he is given a test. The registrar is the sole judge of whether he passes this test. He may be asked to recite the entire Constitution, or explain the most complex provisions of State law. And even a college degree cannot be used to prove that he can read and write. ...

Wednesday I will send to Congress a law designed to eliminate illegal barriers to the right to vote. ...

Source: President Lyndon B. Johnson, Special Message to the Congress: The American Promise, March 15, 1965

3a According to President Lyndon B. Johnson, what is *one* way African Americans are kept from voting?

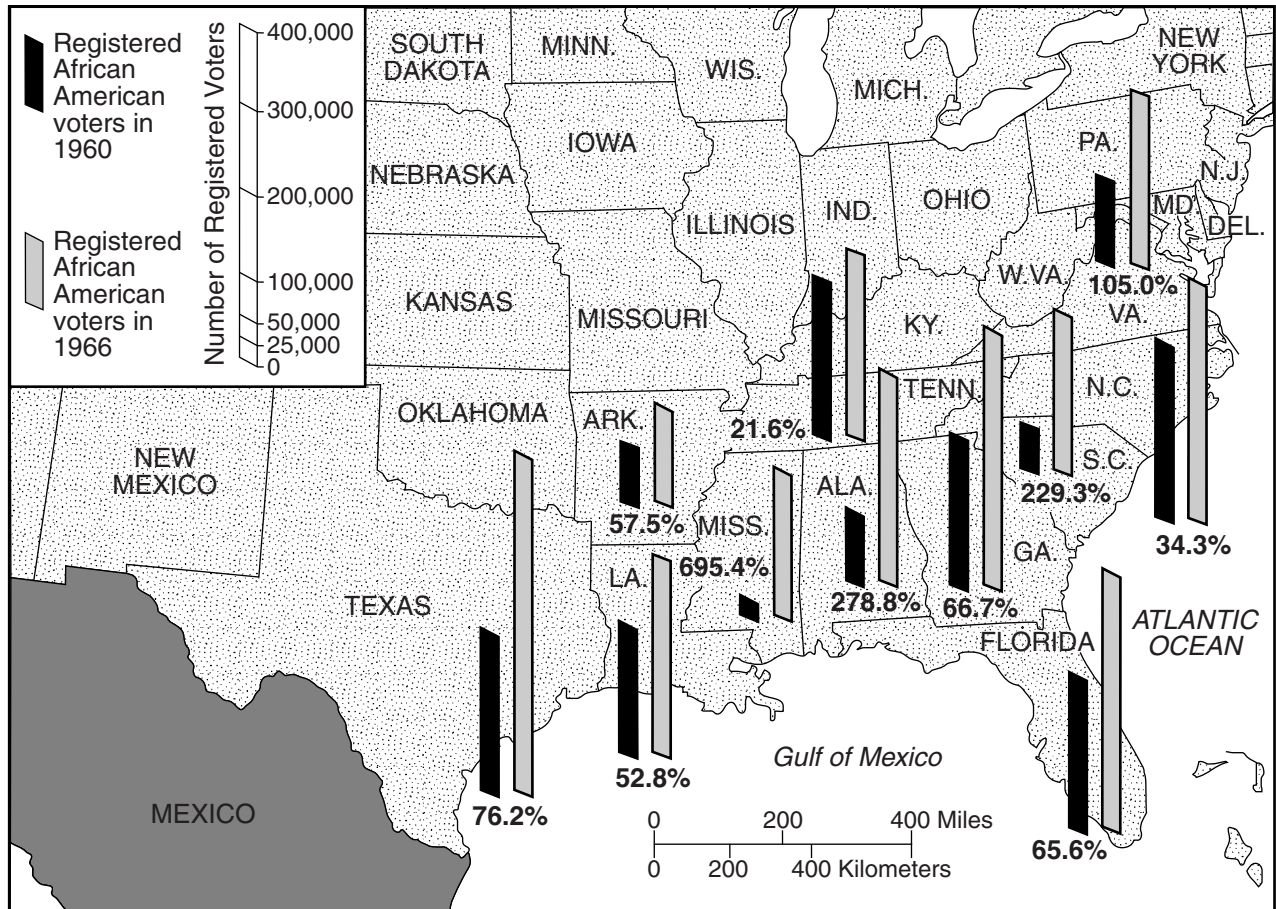
Score of 1:

- States a way African Americans are kept from voting according to President Lyndon B. Johnson
Examples: when he goes to register to vote, he may be told the day is wrong *or* the hour is late *or* the official in charge is absent; they are prevented from filling out an application/from registering; he may be disqualified because he did not spell out his middle name *or* disqualified because he abbreviated a word on the application/he is disqualified; the registrar is the sole judge of whether he passes a test; he must prove he can read/write; he may be asked to recite the entire Constitution; he may be asked to explain the most complex provisions of state law; he cannot use a college degree to prove that he can read and write; literacy tests

Score of 0:

- Incorrect response
Examples: barriers are eliminated; college degrees are used to prove that the voter can read and write; they do not have to register to vote; the issue is complex/difficult; they are denied that right
- Vague response
Examples: he has to recite; issues are difficult; use of every device; persistent
- No response

**African American Voter Registration Before and After
Passage of the Voting Rights Act of 1965 (Percent Change)**



Source: Robert A. Divine et al., *America: Past and Present*, Longman, 1999 (adapted)

3b Based on this map, what was *one* effect of the Voting Rights Act of 1965?

Score of 1:

- States an effect of the Voting Rights Act of 1965 based on this map
Examples: the number of registered African American voters increased/more African Americans became registered voters; in some states, the number of registered African American voters more than doubled; the percentage of registered African American voters increased; the number of registered African American voters increased in Texas 76.2%/in Louisiana 52.8%/in Arkansas 57.5%/in Mississippi 695.4%/in Alabama 278.8%/in Tennessee 21.6%/in Florida 65.6%/in Georgia 66.7%/in South Carolina 229.3%/in North Carolina 34.3%/in Virginia 105.0%; African American voting increased in the South

Score of 0:

- Incorrect response
Examples: the number of registered African American voters decreased; there were no eligible African American voters west of the Mississippi River; there was no/little difference in the number of registered African American voters
- Vague response
Examples: it passed; there was change; there was a before and after; percentage of change; an increase
- No response

Document 4

This is an excerpt from the author's account of his visit to the Homestead, Pennsylvania, steel mill.

...“How long do you work?” I asked of a young man who stood at the furnace near me.
“Twelve hours,” he replied. “The night set go on at six at night and come off at six in the morning. I go on at six and off at six.”
“For how much pay?”
“Two dollars and a quarter.”
“How much do those men get shovelling there in the rain?”
“One dollar and forty cents.” (A cut has since taken place.)
“What proportion of the men get that pay?”
“Two-thirds of the whole plant, nearly two thousand. There are thirty-five hundred men in the mills. They get all prices, of course, from a dollar and forty cents up to the tonnage men, who get five and ten dollars per day when the mills run smooth.”
“I suppose not many men make ten dollars per day.”
“Well hardly.” He smiled. “Of course the ‘rollers’ and the ‘heaters’ get the most, but there are only two ‘rollers’ to each mill, and three ‘heaters,’ and they are responsible for their product. The most of the men get under two dollars per day.”
“And it is twelve hours’ work without stop?”
“You bet! And then again you will see we only get this pay part of the time. The mills are liable to be shut down part of the year. They shut down part of the night sometimes, and of course we’re docked. Then, again, the tendency of the proprietors is to cut down the tonnage men; that is, the ‘rollers’ and ‘heaters’ are now paid by the ton, but they’ll some day be paid by the day, like the rest of us.”
“You bet they will,” said my guide, who seemed quite familiar with the facts. ...

Source: Hamlin Garland, “Homestead and its Perilous Trades—Impressions of a Visit,”
McClure’s Magazine, June 1894

4 According to Hamlin Garland, state *one* problem faced by workers in the Homestead steel mill.

Score of 1:

- States a problem workers faced in the Homestead steel mill according to Hamlin Garland
Examples: they worked long hours; they worked twelve-hour days without stopping; most workers were paid low wages/most of the men got under two dollars per day; they did not get paid when the mills shut down; they got docked when the mills shut down at night; their pay was sometimes cut; the tendency of the proprietors is to cut down the tonnage men; most workers got lower pay than the tonnage men; poor working conditions; shoveling in the rain for low wages

Score of 0:

- Incorrect response
Examples: all workers were paid the same salary; they did not get paid; the heaters/rollers were not responsible for their product; they made ten dollars per day
- Vague response
Examples: they get a proportion; they had guides; there were tendencies; without stopping; paid
- No response

Document 5a

... We demand a reduction of the hours of labor which would give a due share of work and wages to the reserve army of labor [the unemployed] and eliminate many of the worst abuses of the industrial system now filling our poor houses and jails. The movement for the reduction of the hours of labor is contemporaneous with the introduction of labor saving machinery and has been the most faithful of all reformatory attempts of modern times, since it has clearly revealed the power of the working people to realize an improved industrial system and raises the hope that we may yet be able to stem the tide of economic, social and moral degradations, robbing those who work of four-fifths of their natural wages and keeping the whole of society within a few months of destitution. ...

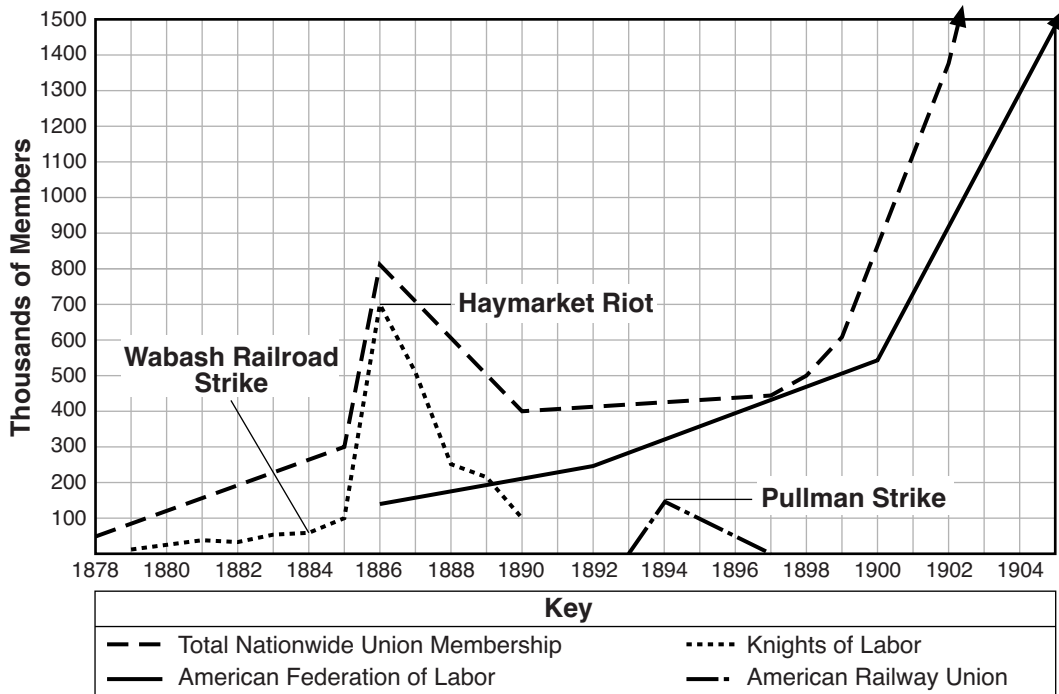
That the lives and limbs of the wage-workers shall be regarded as sacred as those of all others of our fellow human beings; that an injury or destruction of either by reason of negligence or maliciousness of another, shall not leave him without redress simply because he is a wage worker. We demand equality before the law, in fact as well as in theory. ...

And by no means the least demand of the Trade Unions is for adequate wages. ...

Source: Samuel Gompers, *What Does Labor Want?*, 1893

Document 5b

The Growth of Union Membership, 1878–1904



Source: Gerald A. Danzer et al., *The Americans*, McDougall Littell, 1998 (adapted)

5 Based on these documents, what were *two* ways workers tried to address their problems?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* way workers tried to address their problems based on these documents

Examples: they demanded a reduction of hours; they demanded the unemployed be given a due share of work *or* wages; they demanded an end to the worst abuses of the industrial system/they wanted an improved industrial system; they wanted to stem the tide of economic degradations *or* social degradations *or* moral degradations/they wanted the degradation to stop; they wanted to stop the robbing of those who work of four-fifths of their natural wages; they demanded the lives/limbs of wage-workers be regarded as sacred; they demanded redress for an injury/destruction resulting from negligence/maliciousness of another; they demanded equality before the law; they joined unions/they joined Samuel Gompers in the American Federation of Labor/membership of the AFL went from 150,000 in 1886 to 1.5 million in 1905; they went on strike; they demanded adequate wages/they wanted their due share of wages

Note: To receive maximum credit, two *different* ways workers tried to address their problems must be stated. For example, *they demanded adequate wages* and *they wanted their due share of wages* are the same way expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: they demanded an increase in hours; they wanted the unemployed ignored; they wanted unions abolished; the Knights of Labor failed; membership in unions dropped
- Vague response
Examples: they wanted reductions; they wanted to eliminate; they demanded in fact as well as in theory
- No response

Document 6a

This Act defines, as a part of our substantive [essential] law, the right of self-organization of employees in industry for the purpose of collective bargaining, and provides methods by which the Government can safeguard that legal right. It establishes a National Labor Relations Board to hear and determine cases in which it is charged that this legal right is abridged [diminished] or denied, and to hold fair elections to ascertain [determine] who are the chosen representatives of employees. ...

Source: President Franklin D. Roosevelt, Statement on Signing the National Labor Relations Act (Wagner Act), July 5, 1935

Document 6b

...After many requests on my part the Congress passed a Fair Labor Standards Act, what we call the Wages and Hours Bill. That Act—applying to products in interstate commerce—ends child labor, sets a floor below wages [minimum wage] and a ceiling over hours of labor [maximum hours].

Except perhaps for the Social Security Act, it is the most far-reaching, the most far-sighted program for the benefit of workers ever adopted here or in any other country. Without question it starts us toward a better standard of living and increases purchasing power to buy the products of farm and factory. ...

Source: President Franklin D. Roosevelt, Fireside Chat, June 24, 1938

6 According to President Franklin D. Roosevelt, state *two* ways workers would benefit from legislation passed during his administration.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* way workers would benefit from legislation passed during President Franklin D. Roosevelt’s administration based on these documents
Examples: employees in industry would get the right of self-organization for the purpose of collective bargaining *or* they could organize for the purpose of collective bargaining/they would be given the right to form unions; the government would safeguard the legal right of collective bargaining; a National Labor Relations Board would be established to hear/determine cases where collective bargaining is denied; fair elections would be held to choose representatives of workers; child labor was ended; a floor below wages was set/minimum wage was set; a ceiling over hours of labor was set/maximum hours were set; it would lead to a better standard of living; it would increase purchasing power; they would be covered by Social Security; collective bargaining

Note: To receive maximum credit, two *different* ways workers would benefit from legislation passed during President Franklin D. Roosevelt’s administration must be stated. For example, *employees in industry won the right of self-organization for the purpose of collective bargaining* and *workers could organize for the purpose of collective bargaining* are the same way expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: the National Labor Relations Act/Wagner Act failed; workers could not organize; workers could not use collective bargaining; representatives of the workers would be appointed by the president
- Vague response
Examples: the Act was defined; gave rights; it was far-reaching; far-sighted; cases would be heard; fair elections; a ceiling and a floor were set
- No response

Document 7

...What results from segregation [of the disabled] is social isolation. Physical and psychological separation, imprisonment in an institution or in a small, dilapidated apartment building, these are the realities for numerous disabled Americans. The psychic cost is incalculable. Enforced dependency and isolation crush the self-image, and combined with other architectural and transportation barriers may prove devastating. The individual cannot find work because the workplaces are inaccessible, employers discriminate against him, and no suitable transportation is available. Because he cannot find suitable work, he cannot afford decent housing. The barriers are inescapably intertwined [connected]. ...

Source: Frank Bowe, *Handicapping America: Barriers to Disabled People*, Harper & Row, 1978

7 According to Frank Bowe, what are *two* problems faced by persons with disabilities?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* problem faced by persons with disabilities according to Frank Bowe
Examples: they are segregated; they face social isolation; numerous disabled Americans face physical or psychological separation; imprisonment in an institution; many live in small, dilapidated apartment buildings/they cannot afford decent housing; self-image crushed by isolation; self-image crushed by enforced dependency; architectural barriers; transportation barriers; inaccessible workplaces; discrimination from employers; lack of suitable transportation; they cannot find suitable work

Note: To receive maximum credit, two *different* problems faced by persons with disabilities must be stated. For example, *they live in small or dilapidated apartments* and *they cannot afford decent housing* are the same problem expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: they are not segregated; they are put in prison; they do not want to work
- Vague response
Examples: they are numerous; results from segregation
- No response

Document 8

Selected Federal Legislation for Persons with Disabilities

Date Passed	Federal Legislation	Terms
1968	Architectural Barriers Act	Requires that buildings and facilities constructed with federal funding be accessible to people with physical disabilities.
1975	Education for All Handicapped Children Act	Requires that children with disabilities have the right to a public school education in an integrated (least restrictive) environment.
1982	Telecommunications for the Disabled Act	Requires that deaf and hard-of-hearing people have telephone access at important public places.

Source: Center for Assistive Technology and Environmental Access, 2001 (adapted)

8 Based on the information in this chart, state *two* ways federal legislation has helped persons with disabilities.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* way federal legislation has helped persons with disabilities based on the information in this chart
Examples: requires that buildings constructed with federal funds be accessible/requires improved access to public buildings; requires that facilities constructed with federal funds be accessible/requires improved access to public facilities; removed many access barriers; children with disabilities have the right to a public school education/children with disabilities have the right to a public school education in an integrated/least restrictive environment/provided education for all children with disabilities; requires telephone access for deaf/hard-of-hearing people at important public places

Note: To receive maximum credit, two *different* ways federal legislation has helped persons with disabilities must be stated. For example *requires that buildings constructed with federal funds be accessible* and *requires improved access to public buildings* are the same way expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: all facilities must be accessible/all buildings must be handicap accessible; deaf/hard-of-hearing people must be provided with cell phones; children with disabilities do not have the right to a public school education; they removed all architectural barriers
- Vague response
Examples: there were architectural barriers; federally constructed buildings are required; there must be environmental access; least restrictive; access
- No response

Document 9

. . . [President Bill] Clinton diffused a controversy that had threatened to mar the dedication when he sided with disabled activists who demanded that a statue be added to the memorial showing FDR [President Franklin D. Roosevelt] in a wheelchair. On Clinton's recommendation, the Senate on Thursday night passed and sent to the House legislation to add the statue. . . .

But the biggest controversy arose over the decision by the FDR Memorial Commission to stick with 1978 statue designs that were in keeping with FDR's own reluctance to be seen publicly in a wheelchair. Roosevelt went to exhausting lengths not to appear disabled.

About two dozen demonstrators sat in wheelchairs, leaned on walkers, hobbled along with crutches or walked with white canes outside the memorial before the dedication. "We are no longer hiding our disabilities," said one of the group, Becky Ogle, 41, who is a double amputee and director of disabled outreach for the White House. "When I was a child growing up, the message to me was I am sick. Well, I am not sick. We are not victims. Attitude is the last barrier for us." . . .

Source: Doug Struck, "Clinton Dedicates Memorial, Urges Americans to Emulate FDR," *Washington Post*, May 3, 1997

9 Based on this document, how have the attitudes of the disabled changed since Franklin D. Roosevelt was president?

Score of 1:

- States how the attitudes of the disabled have changed since Franklin D. Roosevelt was president based on this document
Examples: they are willing to appear in wheelchairs/with walkers/on crutches/with canes; they no longer hide their disabilities; they no longer consider themselves sick *or* victims; they were willing to demonstrate in wheelchairs/with walkers/on crutches/with canes

Score of 0:

- Incorrect response
Examples: they still consider themselves sick *or* victims; they still think they have to hide their disabilities; they leave their wheelchairs at home; there was a big controversy; they went to exhausting lengths
- Vague response
Examples: lengths have been exhausted; messages have changed; they are reluctant; wanted a statue added; different from Roosevelt's attitudes
- No response

United States History and Government
Content-Specific Rubric
Document-Based Question
August 2015

Historical Context: Throughout the history of the United States, different groups have faced problems in American society. These groups have included *African Americans*, *industrial workers*, and *persons with disabilities*. Individuals, organizations, and governments have addressed problems faced by these groups.

Task: Choose *two* of the groups mentioned in the historical context and for *each*

- Describe the historical circumstances surrounding a problem the group faced
- Discuss how the problem was addressed by an individual, an organization, and/or a government

Scoring Notes:

1. This document-based question has a minimum of *four* components (discussing the historical circumstances surrounding a problem faced by *each* of *two* groups **and** how *each* problem was addressed by an individual, an organization, and/or a government).
2. The response should address a problem faced by the group. However, one or more related problems could be included as part of the overall discussion, e.g., long hours, low wages, child labor, and unsafe conditions could be included as part of the discussion of the problem of working conditions or the discussion could focus only on the specific problem of child labor.
3. The description of historical circumstances may focus on immediate or long-term circumstances, e.g., for African Americans, the conditions of slavery or the denial of voting rights during Reconstruction.
4. The discussion of how each problem was addressed may focus on an individual, an organization, a government, or any combination of these.
5. The individuals, organizations, or government do not need to be specifically identified as long as they are implied in the discussion.
6. The results of how the problem was addressed may be, but are not required to be, included in the discussion of how the problem was addressed by an individual, an organization, and/or a government, e.g., increase in purchasing power of workers as a result of passage of the Fair Labor Standards Act.
7. In the responses, the use of language that appears in the documents should not be penalized, e.g., historically accepted terms for African Americans.
8. The response may discuss how the problem was addressed from different perspectives as long as the discussion is supported with accurate historical facts and examples.
9. Only two groups who have faced problems should be chosen from the historical context. If three groups are discussed, only the first two groups may be rated.
10. For the purposes of meeting the criteria of using *at least four* documents in the response, documents 3a, 3b, 5a, 5b, 6a, and 6b may be considered as separate documents *if* the response uses specific separate and specific facts from *each* document.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by discussing the historical circumstances surrounding a problem **each** of **two** groups faced and how **each** problem was addressed by an individual, an organization, and/or a government
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *African Americans*: connects the return of “home rule” in the South, undermining of the 15th amendment, and the gradual disfranchisement of African Americans by 1900 to the role played by civil rights leaders in the 1960s that influenced congressional passage of the Voting Rights Act of 1965 and resulted in increased voter registration and more participation in government; *industrial workers*: connects the reasons for the deterioration of working conditions and the vulnerability of workers during the Industrial Revolution to the work of muckrakers in creating public awareness and Progressive reformers in helping to secure the passage of worker protection laws on the state and federal levels
- Incorporates relevant information from **at least four** documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to problems faced by groups (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *African Americans*: Black Codes; Radical Republicans; Reconstruction; 14th amendment; Ku Klux Klan; literacy tests; poll taxes; grandfather clause; Martin Luther King Jr.; *industrial workers*: long hours; low pay; Upton Sinclair; collective bargaining; Wages and Hours Bill; Wagner Act; Fair Labor Standards Act
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing all aspects of the task for one group more thoroughly than for the other group
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *African Americans*: discusses the gradual disfranchisement of African Americans in the South after Reconstruction using literacy tests, poll taxes, and the grandfather clause and how that led to the role played by civil rights leaders in gaining support for the passage of the Voting Rights Act of 1965, resulting in more African Americans running for public office; *industrial workers*: discusses the poor working conditions faced by laborers during the Industrial Revolution and how the work of Progressive reformers and muckrakers led to passage of state and federal legislation that guaranteed workplace protections
- Incorporates relevant information from **at least four** documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

- Develops **all** aspects of the task with little depth *or* develops **at least three** aspects of the task in some depth
- Is more descriptive than analytical (applies, may analyze and/or evaluate information)
- Incorporates some relevant information from some of the documents
- Incorporates limited relevant outside information
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

Note: If **all** aspects of the task have been thoroughly developed evenly and in depth for **one** group and if the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

Score of 2:

- Minimally develops *all* aspects of the task *or* develops *at least two* aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Incorporates limited relevant information from the documents *or* consists primarily of relevant information copied from the documents
- Presents little or no relevant outside information
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of 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

Score of 1:

- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- Makes vague, unclear references to the documents *or* consists primarily of relevant and irrelevant information copied from the documents
- Presents no relevant outside information
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a 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

Score of 0:

Fails to develop the task or may only refer to the theme in a general way; *OR* includes no relevant facts, examples, or details; *OR* includes only the historical context and/or task as copied from the test booklet; *OR* includes only entire documents copied from the test booklet; *OR* is illegible; *OR* is a blank paper

*The term *create* as used by Anderson/Krathwohl, et al. in their 2001 revision of Bloom's *Taxonomy of Educational Objectives* refers to the highest level of cognitive domain. This usage of create is similar to Bloom's use of the term *synthesis*. Creating implies an insightful reorganization of information into a new pattern or whole. While a Level 5 paper will contain analysis and/or evaluation of information, a very strong paper may also include examples of creating information as defined by Anderson and Krathwohl.

All sample student essays in this rating guide are presented in the same cursive font while preserving actual student work, including errors. This will ensure that the sample essays are easier for raters to read and use as scoring aids.

Raters should continue to disregard the quality of a student's handwriting in scoring examination papers and focus on how well the student has accomplished the task. The content-specific rubric should be applied holistically in determining the level of a student's response.

African Americans

Key Ideas from Documents 1–3

Historical Circumstances	How Problem Addressed
<p>Doc 1—Lack of protection of life, liberty, and property of African Americans in Kentucky Subversion of civil society among African Americans by organized bands using force, terror, and violence Ignoring rights expressly guaranteed by the Constitution (13th, 14th, 15th amendments) Driving African Americans away from the polls (being refused the right to vote, many slaughtered who attempted to vote)</p> <p>Doc 2—Arrest, conviction, and mobbing of African Americans more often than whites Failure of Congress to take charge of congressional elections Failure to enforce Constitution of the United States and other laws Failure to enforce 14th and 15th amendments Disfranchisement of African Americans by states</p> <p>Doc 3—Denial of voter registration to African Americans because of wrong day, late hour, absence of official in charge, middle name not spelled out, abbreviated word on application Test for African Americans if voting application completed; determination by registrar if test passed (reciting of entire Constitution, explaining complex provisions of State law) College degree not proof of ability to read and write</p>	<p>Doc 2—Demands of W. E. B. Du Bois and Niagara Movement for enforcement of law (14th amendment, 15th amendment) Voting by African Americans where they can vote Use of persistent, unceasing agitation Sacrificing and working for rights</p> <p>Doc 3—President Lyndon B. Johnson sending a special message to Congress (every American citizen should have right to vote, no reason which can excuse denial of right to vote) President Lyndon B. Johnson sending law to Congress to eliminate illegal barriers to right to vote Congressional passage of Voting Rights Act of 1965 Increasing numbers of African Americans registering to vote under Voting Rights Act of 1965 Increased number of African Americans vote under the Voting Rights Act of 1965</p>

African Americans

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	How Problem Addressed
<p>Legacy of enslavement (no civil, political, economic liberties complicates racial attitudes about equality)</p> <p>Passage of Black Codes by Southern States</p> <p>Weakening of Radical Republican agenda by other national issues (political scandal, Andrew Johnson’s impeachment, depression)</p> <p>Lack of commitment to protect African American citizenship rights after Reconstruction (resumption of political control by Redeemers in the South, economic and reconciliation priorities)</p> <p>Return of “home rule” to South with Compromise of 1877 (executive and legislative abandonment of African Americans)</p> <p>Narrow judicial interpretation of 14th and 15th amendments (<i>Civil Rights Cases</i> of 1883, <i>Plessy v. Ferguson</i>)</p> <p>Gradual disappearance of African Americans from polls and electoral office by 1900 (grandfather clauses, poll taxes, literacy tests)</p> <p>Passage of Jim Crow laws by Southern States</p> <p>Limitation of economic opportunity (tenant farming, sharecropping, workplace discrimination)</p> <p>Other forms of discrimination (housing, education, armed forces, sports)</p>	<p>Booker T. Washington and Atlanta Compromise</p> <p>Details about W. E. B. Du Bois and the Niagara Movement</p> <p>Formation of civil rights organizations (NAACP, Southern Christian Leadership Conference, SNCC, Congress of Racial Equality)</p> <p>Organization of civil rights protests (Rosa Parks, Montgomery, Martin Luther King Jr., March on Washington, Birmingham, Selma March, sit-ins, Freedom Riders)</p> <p>Passage of Congressional legislation (Civil Rights Act of 1964, Voting Rights Act of 1965, Fair Housing Act of 1968)</p> <p>Presidential advocacy for civil rights (Truman’s desegregation of armed forces, Eisenhower’s enforcement of <i>Brown v. Board of Education</i> at Little Rock, Kennedy’s “Moral Crisis” speech, Johnson’s support for poll tax amendment)</p> <p>Judicial support for 14th amendment (<i>Brown v. Board of Education</i>, <i>Heart of Atlanta Motel v. United States</i>, segregation in public transportation ruled unconstitutional)</p> <p>Inspiration of African American leadership (Jackie Robinson, Jesse Jackson, Condoleeza Rice, Barack Obama)</p>

Industrial Workers

Key Ideas from Documents 4–6

Historical Circumstances	How Problem Addressed
<p>Doc 4—Long hours (12-hour days at Homestead) Low pay ($\frac{2}{3}$ of workers at Homestead earn less than \$2 per day) Long hours of work without stopping Closing of mills for part of the year or part of the night, leading to loss of pay for workers Efforts of proprietors to cut higher-paid workers</p> <p>Doc 5—Unemployment Introduction of labor saving machinery Economic, social, and moral degradations Robbery of four-fifths of natural wages Many workers within a few months of destitution Injury and death as a result of negligence or maliciousness of another; no redress for wage workers Lack of equality before the law</p> <p>Doc 6—Lack of organization for the purpose of collective bargaining Child labor</p>	<p>Doc 5—Demands of Samuel Gompers and trade unions (reduction of hours of labor, work for unemployed, elimination of worst abuses of industrial system, equality before the law for wage workers for injuries or death as result of negligence or maliciousness of another, better wages) Strikes and riots by workers (Wabash Railroad, Haymarket, Pullman) Increase in nationwide union membership (Knights of Labor, American Federation of Labor)</p> <p>Doc 6—President Franklin D. Roosevelt signing National Labor Relations Act (Wagner Act) Federal government providing methods to safeguard collective bargaining Creation of National Labor Relations Board (to hear and determine cases where legal rights of workers abridged or denied; to hold fair elections to determine chosen representatives of employees) President Franklin D. Roosevelt’s Fireside Chat on labor (desire to increase standard of living, increase purchasing power to buy products from farm and factory) Passage of Fair Labor Standards Act (Wages and Hours Bill) by Congress (end of child labor, setting of minimum wage and maximum hours for products involved in interstate commerce) Passage of Social Security Act to benefit workers</p>

Industrial Workers

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	How Problem Addressed
<p>Less independence because of large-scale, mass-production assembly line</p> <p>Increasingly impersonal workplace</p> <p>Difficulties in achieving the right to organize and bargain collectively (blacklists, yellow-dog contracts, strikebreakers, court injunctions, lock-outs)</p> <p>Proliferation of industrial accidents (lack of workmen's compensation, Triangle Shirtwaist fire)</p> <p>Health problems from unsanitary, noisy conditions</p> <p>Increased use of child labor</p> <p>Details about strikes (Wabash, Homestead, Pullman, Lawrence)</p> <p>Use of force by federal and state governments to stop strikes (Pinkertons, state militias, federal troops)</p> <p>Public frequently not supportive of goals</p> <p>Unemployment and wage decreases during economic downturns</p>	<p>Increase in number of strikes (Baltimore and Ohio, Homestead, sit-down strikes in auto industry)</p> <p>Lobbying state and federal governments by Progressive reformers for legislation to correct abuses (workmen's compensation, child labor, safety and sanitation codes)</p> <p>Literary exposure of bad living and working conditions (Jacob Riis' <i>How the Other Half Lives</i>, Upton Sinclair's <i>The Jungle</i>, John Spargo's <i>The Bitter Cry of the Children</i>)</p> <p>Presidential mediation (Anthracite Coal strike by President Theodore Roosevelt)</p> <p>Creation of jobs programs by President Franklin D. Roosevelt's New Deal programs (CCC, WPA, PWA)</p>

Persons with Disabilities

Key Ideas from Documents 7–9

Historical Circumstances	How Problem Addressed
<p>Doc 7—Social isolation because of segregation Physical and psychological separation Imprisonment in institutions or small, dilapidated apartment buildings Poor self-image as a result of enforced dependency and isolation Architectural and transportation barriers Difficulty finding work (workplaces inaccessible, discrimination by employers, lack of suitable transportation) Decent housing not affordable</p> <p>Doc 8—Buildings not accessible to people with physical disabilities Difficult for children with disabilities to obtain public education Little access to telephones for deaf and hard-of-hearing people in public places</p> <p>Doc 9—President Franklin D. Roosevelt’s reluctance to appear disabled in public Decision of Franklin D. Roosevelt Memorial Commission not to include a wheelchair Treating disabilities as sickness Victimization of persons with disabilities</p>	<p>Doc 8—Passage of Architectural Barriers Act (1968) requiring buildings and facilities constructed with federal funding be accessible to people with physical disabilities Passage of Education for All Handicapped Children Act (1975) requiring that children with disabilities have the right to a public school education in an integrated environment Passage of Telecommunications for the Disabled Act (1982) requiring telephone access for deaf and hard-of-hearing people at important public places</p> <p>Doc 9—Demands by activists and recommendation from President Bill Clinton to Senate to add statue of Franklin D. Roosevelt in wheelchair to memorial Demonstrations by persons with disabilities before dedication of Franklin D. Roosevelt Memorial Change in attitudes by persons with disabilities (no longer hidden, no longer to be treated as sick, no longer to be treated as victims)</p>

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	How Problem Addressed
<p>Details about discrimination against persons with disabilities (housing, transportation, institutional conditions, restrictive educational environments, voting accessibility) Details about social isolation (difficulties in attending cultural and sporting events; difficulties faced while shopping, taking vacations, going to restaurants; using recreation areas, using public restrooms) Details about effects of peoples’ attitudes Effects on standard of living</p>	<p>Disability rights activism (protests, sit-ins, lobbying state and federal legislatures, use of legal system, congressional testimony, disabled veterans) Deinstitutionalization (group homes) Passage of Americans with Disabilities Act (1990) Expansion of Social Security programs Adoption of inclusion programs in public schools (mainstreaming, promotion of tolerance) Formation of organizations for people with specific disabilities (Association of the Blind, Disabled Veterans of America, Special Olympics)</p>

Despite the statement in the Declaration of Independence that “all men are created equal”, groups of citizens throughout U.S. history have been subject to inequality or discrimination. The issues faced by marginalized groups have become some of the nation’s largest domestic problems. Two of the major groups who have faced problems are African Americans and industrial workers. Through individual, organizational, and governmental action, these groups have gained more equal rights. For both African Americans and industrial workers, government legislation was the most effective measure taken to address the issues faced by the group of citizens.

African Americans faced discrimination ever since Africans were brought to America as slaves. The Civil War and its Union victory ensured the abolition of slavery, but this did not lead to the end of African Americans’ problems. After the Civil War, African Americans faced discrimination, segregation, and disenfranchisement especially, but not exclusively, in the Southern and formally slave-holding states. Whites in the South did not change their racist attitudes towards blacks simply because a law had forbade slavery. In some ways labor contracts established by Black Codes were a form of slavery. In fact, many whites actively persecuted blacks. After the Civil War, racist white-supremacy groups such as the Ku Klux Klan arose in Southern states. The KKK terrorized African Americans, as described in Document 1. The KKK physically attacked blacks, burned their churches and schools and also tried to prevent them from exercising their right to vote. The KKK and other white power groups tried to prevent blacks from being able to protest and whites from helping them through intimidation and fear. The KKK was later

glorified in the movie "Birth of a Nation" as they continued their discrimination of African Americans into the twentieth century. In the 1950s and 1960s, in cities such as Montgomery and Birmingham many African Americans were still being intimidated and denied the right to vote by the K.K.K. African Americans were discouraged from registering or were given an unfair test by the registrar and deemed to have failed (Document 3a). After Reconstruction the Southern states had basically decided to ignore the 15th amendment.

Individuals, organizations, and ultimately the government took steps to address the disenfranchisement and other problems faced by blacks. A group of African Americans in Kentucky wrote a petition to Congress in 1871, seeking protection from the K.K.K. (Document 1). Although Congress responded that soldiers could be sent to protect African Americans while voting they didn't get much support from local officials, some of whom were secretly K.K.K. members themselves. They continued to address their problems by more appeals to the government. In a speech, white racism was criticized in the Niagara Movement Address, given by leading civil rights leader W. E. B. Du Bois in 1906. In this speech, Du Bois demanded that Congress do what they should have after the Civil War and enforce full manhood suffrage and enforce the amendments already passed, ensuring African Americans their citizenship rights. He stated that African Americans should address their problems by voting, by agitating for change, and by working toward equality, not just waiting for it to happen. Du Bois' work with the NAACP to fight lynching and segregation, and to demand 15th amendment rights modeled a more aggressive approach to civil rights that would be taken in the 1950s

and 1960s. Victories in Brown and the Civil Rights Act of 1964 led to more desegregation. The biggest changes were the result of government action. In 1965 President Lyndon Johnson sent to Congress a law designed to eliminate illegal barriers to the right to vote. This law became the Voting Rights Act of 1965 and, as shown in Document 3b, it had a dramatic effect on the number of African Americans who were registered to vote in Southern States. Due to the eradication of barriers preventing blacks from registering to vote, a large increase in registered African Americans occurred by 1966, a year after the law was passed. The Voting Rights Act and many other advances for African Americans that occurred during the 1960s finally guaranteed the equality Du Bois had demanded. Individuals like Martin Luther King Jr. and groups such as SCLC, which advocated for civil rights by means of nonviolent protest, successfully carried on the work begun by early civil rights advocates in the early 1900s.

Industrial workers were another group that faced problems in U.S. society, most notably in the late 1800s and early 1900s. Industrial workers became a mainstay of the American economy following the birth of the Industrial Revolution in the 1850s. The federal government was largely *laissez-faire* towards industry in the late 1800s, and this sometimes led to corrupt business practices and to the common occurrence of employers exploiting their workers. Industrial workers commonly faced problems such as low wages, long working hours, and dangerous conditions. A lack of government regulation meant that industries could force ridiculous hours, pay, and conditions on their workers with no fear of punishment, and also meant that workers had little means to protest. If a worker protested,

often he was simply fired because the employer could easily find another worker to fill his spot. These were the issues faced by workers in the Homestead steel mill: low wages and 12-hour work days which they were powerless to do anything about. However by the late 1800s, workers were finding ways to address their problems. Skilled and unskilled, blacks and whites, men and women worked together in the Knights of Labor to improve their situation. Having such a diverse membership made them less effective than the American Federation of Labor which was a union for skilled workers. Workers banded together to form these unions to protect their rights. A speech by Samuel Gompers, the leader of the union American Federation of Labor, stated his union's demands for reduced hours of work, "adequate wages", and equality before the law. In the graph showing union membership in the late 1800s the general trend was an increase in union membership as the public became more concerned about the power of big business. Unions enjoyed some successes in the early 20th century such as higher wages and fewer hours. It would take federal government intervention in the 1930s to help workers overcome problems which had worsened because of the Great Depression. FDR in the 1930s proposed and Congress passed legislation to establish a National Labor Relations Board to ensure that workers rights to organize and use collective bargaining were not interfered with. The Fair Labor Standards Act ended child labor, and set a minimum wage and maximum working hours in factories involved in interstate commerce.

African Americans and industrial workers both faced significant problems, such as disenfranchisement and long working hours,

respectively. Through organizations, unions, and government intervention, the problems faced by these groups were largely overcome.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for African Americans and industrial workers
- Is more analytical than descriptive (*African Americans*: whites in South did not change racist attitudes simply because a law forbade slavery; Ku Klux Klan, a racist white-supremacy group, terrorized African Americans by physically attacking them and trying to prevent them from exercising right to vote; W. E. B. Du Bois demanded Congress enforce full manhood suffrage and enforce amendments already passed; Voting Rights Act of 1965 led to large increase in registered African Americans by 1966; *industrial workers*: lack of government regulation meant industries could force ridiculous hours, pay, and conditions on workers with no fear of punishment; Gompers, leader of AFL, stated union’s demand for reduced hours of work, adequate wages, and equality before law; union membership increased as public became more concerned about power of big business; federal government intervention in 1930s helped workers overcome problems of Great Depression)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (*African Americans*: faced discrimination ever since they were brought to America as slaves; Union victory ensured abolition of slavery; Ku Klux Klan burned their churches and schools; Ku Klux Klan discrimination of African Americans continued into 20th century in cities such as Montgomery and Birmingham; Martin Luther King Jr. and Southern Leadership Conference used nonviolent protests; *industrial workers*: federal government was largely laissez-faire toward industry in late 1800s; led to corrupt business practices and to employers exploiting workers; skilled and unskilled, blacks and whites, and men and women worked together in Knights of Labor to improve their situation; diverse membership of Knights made them less effective than AFL, which was a union for skilled workers)
- Richly supports the theme with many relevant facts, examples, and details (*African Americans*: Black Codes; *Birth of a Nation*; NAACP; *Brown*; Civil Rights Act of 1964; President Lyndon Johnson; *industrial workers*: Homestead steel mill; low wages; twelve-hour work days; National Labor Relations Board; collective bargaining; Fair Labor Standards Act; end of child labor; minimum wage; maximum working hours)
- Demonstrates a logical and clear plan of organization; includes an introduction that states legislation was the most effective measure to address inequalities and discrimination faced by citizens and a conclusion that restates the theme

Conclusion: Overall, the response fits the criteria for Level 5. Critical analysis about how the problems of African Americans and industrial workers were addressed is effective and demonstrates a thoughtful approach to the task. Thorough document interpretation provides a good connection to relevant outside information as shown in the discussion of the Ku Klux Klan.

The history of the United States is marked by instances of oppression, illustrating suffering groups in need of support. Two of these groups include African Americans and industrial workers that were denied rights in an effort to suppress the masses due to their standing on the proverbial ladder. With the help of not only the government, but organized groups and certain individuals as well, both African Americans and industrial workers were able to rise up and succeed in earning their desired rights.

As the United States became industrially stronger in the period called the Gilded Age, there was an increase in the amount of industrial workers. With the rise of big corporations thanks to men like J.P. Morgan, J.D. Rockefeller and Andrew Carnegie, big business became more powerful with vertically and horizontally incorporated monopolies and partnerships over industries like steel, oil, and investment. These corporations allowed for an increase of employees but the owners of such companies sought for the greatest monetary gain by paying low wages and at times decreasing wages. During a depression in 1894 the Pullman Company did this to their workers living in their company town. This led to Eugene Debs leading a strike of the American Railway Union that failed when federal troops were sent to end it. Companies such as Carnegie's Homestead Steel Company thought nothing of increasing hours and shutting down their mills to save money. They did this while suppressing bargaining workers unions with blacklists, lockouts, and Pinkerton strikebreakers. The greatest output of goods with little monetary output to workers and a bigger profit for the business owner were their goals. This was a problem for industrial workers.

Many workers were faced with issues such as an unsafe work environment whether they were in textile mills or factories such as Triangle Shirtwaist in New York City where conditions led to many fatalities in a fire. Twelve hour work days, and getting paid pennies on the hour without a break at Homestead was abusive and was exposed in a muckraking effort by Hamlin Garland in "McClures". In an attempt at bettering conditions, unions were formed such as the Knights of Labor a mix of skilled and unskilled wage workers led by Terence Powderly. The American Federation of Labor was made up of skilled laborers and led by Samuel Gompers. Unions would seek to negotiate but were often not taken seriously and would strike. Although the Wabash Railroad Strike was successful most were not. Many labor protests such as Haymarket, Homestead, and Pullman became violent. With violence came less public support for unions and less interest in the problems of workers. It would not be until FDR's New Deal that workers would be given the legal right to organize and bargain collectively in the Wagner Act. This encouraged union membership to increase despite continuing violence. Congress was also able to pass acts settling a minimum wage and a maximum amount of work hours as stated during one of FDR's famous fireside chats over the radio. All of this proceeded to the betterment and benefit of the industrial workers rise to the middle class.

Even after the Civil War and the freeing of slaves Southern states passed Black Codes to limit the freedom of African Americans. During Reconstruction when the 13th, 14th, and 15th Amendments were passed, African Americans were still oppressed and discriminated against as demonstrated in the complaints about the KKK in the

petition to Congress. With the passing of Jim Crow Laws in southern states, the 14th Amendment to the Constitution was circumvented through Supreme Court decisions legalizing separate but equal public facilities for blacks and whites. By the 1900s Southern society was defined by segregation. Drinking fountains, schools, and hospitals kept whites separate from blacks maintaining white superiority over African Americans. African Americans were often only allowed to register to vote under the conditions that they can read and write. Requiring poll taxes and grandfather clauses barred African American suffrage seemingly in violation of the 15th Amendment. African Americans stood up against racial discrimination and with the help of Congress and men like Booker T. Washington, W.E.B. Dubois and Martin Luther King Jr., they were able to gradually achieve their goals.

African Americans sought the rights guaranteed to them by Reconstruction Amendments added to the Constitution. Some advocates gave speeches such as Booker T. Washington's Atlanta Compromise. Others such as W.E.B. Dubois helped form organizations such as the NAACP. Often in the early 1900s W.E.B. Dubois advocated for educational opportunities and immediate social and political equality while Booker T. Washington preached for gradual assimilation and acceptance and didn't advocate for integration. In the 1950s Rosa Parks stood up for civil rights and was an inspiration for many for refusing to move for a white man on a public bus. She influenced Martin Luther King Jr and his leadership of the Montgomery bus strikes where blacks refused to ride city buses for more than a year. The marching of the Kentucky Nine into a public

high school by protection of the National Guard was a scream for true equality and the beginning of the end to "separate but equal". Martin Luther King Jr's "I Have A Dream" speech inspired blacks and whites to work together to finally make "all men are created equal" a reality in America. African Americans continued to march for voting rights, free from persecution in cities such as Selma, Alabama and President Johnson stood up for their voting rights in his American Promise address to Congress. With the passing of the Voting Rights Act of 1965, voting registration of African Americans increased drastically, leading to more African American voters, and eventually more African Americans winning local, state, and federal political offices. They were beginning to reach their goals.

Individuals, groups, and the government allowed for groups like African American and industrial workers to attain the basic rights they desperately deserved for the betterment of not only their livelihood but also that of generations to come.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for industrial workers and African Americans
- Is more analytical than descriptive (*industrial workers*: big business became more powerful with vertically and horizontally incorporated monopolies and partnerships; many faced issues such as an unsafe work environment; unions sought to negotiate but often not taken seriously and would strike; with violence came less public support for unions and less interest in problems of workers; Wagner Act gave workers legal right to organize and bargain collectively, encouraging union membership to increase despite continuing violence; *African Americans*: when the 13th, 14th, and 15th amendments were passed, they were still oppressed and discriminated against; by 1900s, southern society was defined by segregation; often only allowed to register to vote under condition that they could read and write; 1965 Voting Rights Act increased voting registration of African Americans; more African Americans were winning local, state, and federal political offices)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (*industrial workers*: Eugene Debs led a strike of American Railway Union that failed when federal troops were sent to end it; Terence Powderly led a mix of skilled and unskilled workers in Knights of Labor; Samuel Gompers led American Federation of Labor made up of skilled laborers; *African Americans*: Supreme Court decisions legalizing “separate but equal” facilities; poll taxes and grandfather clauses barred suffrage; W. E. B. Du Bois advocated for educational opportunities and immediate social and political equality; Booker T. Washington preached for gradual assimilation and acceptance and not integration; Rosa Parks influenced Martin Luther King Jr.; King’s “I Have a Dream” speech inspired blacks and whites to work together to make “all men are created equal” a reality)
- Richly supports the theme with many relevant facts, examples, and details (*industrial workers*: J. P. Morgan, J. D. Rockefeller, Andrew Carnegie; blacklists, lockouts, Pinkerton strikebreakers; textile mills; factories; twelve-hour work days; minimum wage; maximum work hours; *African Americans*: Black Codes; Ku Klux Klan; Jim Crow laws; Montgomery bus strikes; Selma, Alabama; President Johnson; American Promise address); includes a minor inaccuracy (*African Americans*: Kentucky Nine marched into a public high school)
- Demonstrates a logical and clear plan of organization; includes an introduction that mentions African Americans and industrial workers as groups in need of support from oppression and a brief conclusion that states African Americans and industrial workers improved not only their livelihood but that of generations to come

Conclusion: Overall, the response fits the criteria for Level 5. Historical details and analytical statements support good document interpretation throughout the discussion. A good understanding of the role played by individuals and the influence of key events demonstrates knowledge of the problems faced by industrial workers and African Americans.

Many groups throughout history have been discriminated against. This included the Puritans who decided to leave England, where they were discriminated against because of their religion, and form their own colony in North America. The colonies eventually broke away from England to form the United States. And yet, even though many of the ancestors of U.S. citizens had been discriminated against in their native lands they turned around and soon discriminated against others here in America. This included the later freed African slaves, who became U.S. citizens after the Civil War. The industrial workers in the late-19th and early-20th centuries also faced problems of discrimination as wage slaves in factories. However, the U.S. government eventually sided with these unfortunate groups, helping them with their plights.

During the Industrial Revolution in the U.S., when companies first started hiring mass amounts of workers to man their factories, owners of factories found it easy not to pay very much to their workers, who worked long hours in generally unsafe environments for little pay. This is seen in Doc. 4, in which Hamlin Garland interviews one worker at a steel mill to find his impression of working conditions. The worker states that their pay is low (\$1-\$2) for long work hours (6 am-6 pm). Exhaustion made safety an issue and put "lives and limbs" in jeopardy. The physical and mental health of workers suffered. These problems were brought into public view by "muckrakers", who published images and information about working conditions to make the general public more aware. Upton Sinclair's novel discussed the difficult work done by immigrants packing meat in Chicago. John Spargo wrote a book about how bad child labor was in

factories and mines. Organizations started to form to help these workers, such as labor unions (Doc. 5a/5b). Unions organized strikes against companies, sometimes effectively halting production or shipments of goods during railroad strikes. But the companies retaliated with black lists to bar union members from jobs or with Pinkerton employees at Homestead to break the strike. Sometimes the government stepped in on behalf of companies and sent troops to end strikes such as Pullman. It took the Great Depression to improve the situation for workers when Congress enacted the National Labor Relations Act, allowing unions to organize legally and use collective bargaining to achieve their aims (Doc. 6a/6b). Three years later the Wages and Hours Bill was passed, setting a minimum wage and maximum hours for companies involved in interstate commerce. Workers could feel more confident and many more would join unions.

After fighting the Civil War and the passage of the 14th/15th Amendments, African Americans were still discriminated against. This did not just occur in the South, but in areas across the country. In the South, though; it was particularly bad. The 15th Amendment guaranteed voting to African Americans, but when the military left and the whites regained control of government Southern States found ways around this with literacy tests and poll taxes (Doc. 3a). Many white southerners couldn't imagine that former slaves would actually be voting or be elected to political office or live with them as equals. States also started to pass Jim Crow laws to segregate whites and African Americans. Plessy v. Ferguson's "separate but equal" ruling for Louisiana railroads effectively legalized segregation despite the

14th Amendment. An uphill battle for rights already guaranteed to them in the Constitution came to a head in the 1960s, when African Americans across the U.S. had finally had enough. Peaceful protests followed, and sometimes turned violent through police action like in Birmingham, getting the attention of the country and eventually leading to the landmark Civil Rights Act of 1964. This act was passed by Congress and signed whole-heartedly by Lyndon Johnson ending segregation in public places. This was later followed by the Voting Rights Act of 1965, barring literacy tests and other means of blocking African American voter registration for federal, state, and local elections (Doc. 3b). The problem of discrimination had finally been countered by the government, civil rights organizations, and individuals who fought for civil rights.

In the end, there might always be some discrimination against African Americans and others, and some unfair labor practices, but the actions of organizations and also the government helped to resolve some of these issues. Today, we live in a better society thanks to these actions, closer to the ideals laid out in the Constitution.

Anchor Level 4-A

The response:

- Develops all aspects of the task for industrial workers and African Americans
- Is both descriptive and analytical (*industrial workers*: owners of factories found it easy not to pay very much to workers; exhaustion made safety an issue and put lives and limbs in jeopardy; physical and mental health suffered; unions organized strikes against companies; National Labor Relations Act allowed unions to organize legally and use collective bargaining; *African Americans*: discrimination occurred not only in the South but in areas across the country; many white southerners could not imagine that former slaves would actually be voting or be elected to political office or live with them as equals; peaceful protests led to Civil Rights Act of 1964, ending segregation in public places)
- Incorporates relevant information from documents 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*industrial workers*: faced problems of discrimination as wage slaves in factories; muckrakers published images and information about working conditions to make public more aware; Upton Sinclair’s novel discussed work done by immigrants packing meat in Chicago; John Spargo wrote a book about child labor in factories and mines; strikes sometimes effectively halted production or shipments of goods; companies retaliated to strikes with blacklists; Pinkerton employees used at Homestead to break strike; sometimes government sent troops to end strikes such as Pullman; *African Americans*: freed African slaves became citizens after the Civil War; guaranteed voting by 15th amendment, but when military left the South and whites regained control of government, southern states found ways around it; states passed Jim Crow laws to segregate whites and African Americans; *Plessy v. Ferguson*’s “separate but equal” ruling for Louisiana railroads effectively legalized segregation despite 14th amendment)
- Supports the theme with relevant facts, examples, and details (*industrial workers*: long hours; unsafe environments; Wages and Hours Bill; minimum wage; maximum hours; interstate commerce; *African Americans*: literacy tests; Voting Rights Act of 1965)
- Demonstrates a logical and clear plan of organization; includes an introduction that describes early discrimination in the United States and a conclusion that is somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. Relevant outside information supports document interpretation in the discussion of historical circumstances; however, additional development of how the problems were addressed would have strengthened the response. Good historical concepts are included in the response, but lack of development detracts from their effectiveness.

Throughout America's past, there have been numerous groups that faced discrimination and hardships. These groups were degraded in their communities and societies, often times by government officials themselves. Through effort and determination, however, these groups were able to overcome the adversity placed against them. They fought for their rights, and in the end they won many of their battles.

One such group consisted of the African Americans. African Americans both free and enslaved have been discriminated against for a long time in America. Africans were brought to America during the colonial period and they were enslaved in both the North and the South, but most were forced to work on Southern Plantations.

Gradually the North abolished slavery, but after the cotton gin was invented, the South wanted more slaves. Slavery became an issue leading to the secession of Southern states and the Civil War. After the Union won the Civil War the hardships for African Americans were supposed to be over. But, as it turned out, decades of animosity and superiority could not be undone with just one horrible war.

Discrimination against African Americans in both the North and the South continued after the Civil War with things like the Jim Crowe Laws, which were state laws that segregated many public facilities.

Even with the passage of the 13th, 14th, and 15th amendments – amendments designed to expand and protect the rights of African Americans, the discrimination did not end. The federal government did not seem to be interested in fully enforcing those amendments.

They seemed to think that passing those amendments was enough. Even the United States Supreme Court helped by giving interpretations to those amendments that sided with conservative

Southern views. They basically left the South alone to do what they wanted. Groups like the KKK still “secretly” attacked African Americans, sometimes so severely that Blacks asked the Government for help, like the letter some African Americans from Kentucky sent to the government, asking for protection. But sometimes, the government was the “enemy” against the Blacks. Like WEB Du Bois said during his Niagara Movement Address in 1906, Congress should take a stand and guarantee enforcement of the 15th amendment. Du Bois asserted that Blacks were tired of being treated as inferior and demanded that they be given the full equality they were entitled to. And yet, even in the 1960s African Americans were being barred from exercising their voting rights through the use of unfair “literacy” tests, and the continued use of a high poll tax. Lyndon B. Johnson, the President during this time period who believed in the “Great Society” saw the inequality represented through the use of those barriers, and vowed to put a stop to it. He said, during a Message to Congress in 1965, that he would abolish the “illegal barriers” that prevented African Americans to vote, and supported the Voting Rights Act of 1965. This led to a great increase in the number of African Americans that were registered to vote, and symbolized a large accomplishment for African Americans as a group. The African Americans also fought to gain their own rights. Through the use of civil disobedience and sit-ins, the Blacks demonstrated their views regarding the unfair laws that created a racially segregated society. Martin Luther King Jr. gave the Blacks a common goal, and a sense of having a united purpose in nonviolent protests and in his “Letter from a Birmingham Jail”. Movements like the Black Power movement, and groups such as the

Black Panthers, led by more radical leaders such as Malcom X questioned the use of nonviolence. It was the efforts of many different individuals combined with the Federal aid of sympathetic government officials like Lyndon B. Johnson that helped earned them their equality.

Factory and labor workers also struggled throughout American history. As America became an industrialized nation, the need for factory workers and cheap labor greatly increased. But due to low wages and poor working conditions, these workers had a very low standard of living. Factories were dangerous, and many people worked long shifts, earning little pay. A writer for McClure's Magazine interviewed a man in 1894 who worked a 12 hour shift everyday, earning only a little over \$2 for his efforts. This angered the workers, especially as the cost of living increased. As an individual the worker had little bargaining power. To combat these issues, workers joined labor unions where they could join with other workers to help gain fairer standards and improve their living and working conditions. Samuel Gompers made a speech on behalf of his American Federation of Labor in 1893, stating that workers deserved shorter hours and an increase in pay. Many labor unions before his made similar demands, and when businesses refused to comply with their demands, the unions held large scale strikes against the offending businesses. Many Americans opposed striking and without public support strikes failed and sometimes unions failed. However the AF of L led to the increased union membership of skilled workers. In time the Government began to reevaluate labor conditions in America. In 1935 FDR proposed the National Labor Relations Act, creating a board to

Anchor Paper – Document-Based Essay—Level 4 – B

oversee and protect the rights of the workers to organize and bargain collectively. And in 1938, the Wages and Hours Bill was passed, setting a minimum wage and a cap on the length of factory shifts in interstate industries. In the end, it was the combined efforts of the workers and the Government that earned the people their freedom from oppressive working conditions.

Groups that struggled throughout history were able to earn their freedom and equality through the use of hard work and help from the Government.

Anchor Level 4-B

The response:

- Develops all aspects of the task but discusses African Americans more thoroughly than industrial workers
- Is both descriptive and analytical (*African Americans*: decades of animosity and superiority could not be undone with just one horrible war; government did not seem to be interested in enforcing 13th, 14th, and 15th amendments; Supreme Court gave interpretations to amendments that sided with conservative southern views; W. E. B. Du Bois wanted Congress to guarantee enforcement of 15th amendment and demanded they be given full equality; Voting Rights Act of 1965 symbolized a large accomplishment; *industrial workers*: with industrialization, need for factory workers and cheap labor greatly increased; low wages and poor working conditions led to low standard of living; workers joined labor unions to help gain fairer standards and improve living and working conditions; Samuel Gompers, head of American Federation of Labor, stated workers deserved shorter hours and an increase in pay; combined efforts of workers and government earned people freedom from oppressive working conditions)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*African Americans*: gradually the North abolished slavery but after cotton gin was invented the South wanted more slaves; barred from exercising voting rights with unfair literacy tests and continued use of a poll tax; President Lyndon B. Johnson vowed to put a stop to inequality of voting; Martin Luther King Jr. gave blacks a united purpose in nonviolent protests and his “Letter from a Birmingham Jail”; Black Panthers led by radical leaders questioned use of nonviolence; *industrial workers*: when businesses refused to comply with workers’ demands, unions held large-scale strikes; many Americans opposed striking, and without public support, strikes and unions sometimes failed)
- Supports the theme with relevant facts, examples, and details (*African Americans*: Jim Crow laws; Niagara Movement Address; Great Society; civil disobedience; sit-ins; Malcom X; *industrial workers*: factories dangerous; long shifts earning little pay; National Labor Relations Act to protect rights of workers; Wages and Hours Bill set a minimum wage; cap on length of factory shifts in interstate industries)
- Demonstrates a logical and clear plan of organization; includes an introduction that states groups who faced discrimination were able to overcome adversity and a very brief conclusion

Conclusion: Overall, the response fits the criteria for Level 4. The discussion of African Americans has good relevant outside information and analytical statements that support document interpretation. Document interpretation frames the discussion of industrial workers with supporting facts and details.

The United States of American was founded upon the promise that “all men are created equal.” However, our history reveals that, despite this claim, numerous groups have faced discrimination in our society. In America’s early days, its southern agricultural economy was slave-based. Even after abolition occurred, African Americans still faced issues of disenfranchisement, discrimination, and segregation. However, inequality occurred not only due to differences of race, but also of class. Historically, industrial workers in the United States were treated extremely poorly, working long hours under dangerous conditions for little pay. It is clear that the discrimination faced by African Americans was addressed by government intervention and the work of activists, whereas the injustice faced by industrial workers was addressed through the work of unions and government officials.

The goal of full voting rights for African Americans was achieved through the combined efforts of government forces and activists. Although the Fifteenth Amendment stated that voting rights could not be based on color, well-organized former confederate white-supremist groups like the KKK used violence to prevent blacks from voting (Doc 1). Even where violence was not used, southern states saw ways around the Fifteenth Amendment and used measures like Poll taxes, the grandfather clause, and so-called “literacy tests”. All of these were discriminatory practices which prevented the Amendment from being carried out (Doc 3a). Many blacks gave up trying to vote and some just assumed that they no longer had this right. Activists like W. E. B Du Bois advocated for the cause, demanding immediate change and an immediate end to voting restrictions. (Doc 2). He also

suggested that schools be integrated and equal economic opportunity be available. He helped organize the NAACP which took cases to courts to challenge discrimination and segregated schools. Their success in *Brown vs. Board of Education* helped begin a civil rights movement that would lead to the actual enforcement of voting rights. Increased Education for African Americans would enable them to get better jobs and advance in society. Finally, almost 100 years after the Fifteenth Amendment was ratified the government passed the Voting Rights Act of 1965, drastically increasing the number of African American voters in the South by rendering numerous discriminatory practices illegal (Doc 3b).

The long work hours and low wages experienced by industrial workers were finally resolved by government intervention and the work of unions. Not only was work in factories and mills dangerous, but it became more hazardous when one worked for twelve hours straight, with no breaks to allow recuperation (Doc 4). Furthermore, the low wages paid to workers often rendered it difficult for them to live in decent housing and feed their families (Doc 4). Living in tenements and faced with having to send their children to work and having little hope for improving their future, workers started to join labor unions. Unions, led by activists such as Eugene Debs, began to agitate for their rights, staging protests and strikes in order to make their voices heard (Doc 5b). Debs and his American Railway Union led a strike against the Pullman Company which resulted in his going to jail for defying a federal injunction. Despite setbacks as time went on, numbers in Samuel Gompers AF of L grew, enabling them to expand their efforts for higher wages and shorter hours. (Doc 5b). For instance,

Samuel Gompers was able to write and publish their demands for skilled workers raising awareness further (Doc 5a). Finally, the government responded. In 1935, Congress passed the Wagner Act, which permitted collective bargaining, the organization of unions, and created the National Labor Relations Board to oversee conflicts based on alleged rights violations (Doc 6a). The Wagner Act finally encouraged unskilled workers to organize the CIO. Three years later, Roosevelt and Congress attempted to improve conditions further by establishing a minimum wage, a maximum number of hours one could work, as well as banning child labor in companies shipping products between states. (6b). These measures served to dramatically improve the conditions industrial workers had faced for so many years.

It is clear that the actions of activists and government officials improved conditions for African Americans, and workplace injustice was improved through actions taken by labor unions and the government. As time goes on, and our society works to eliminate discrimination in all its forms, perhaps one day we will finally be able to genuinely say that in America, all are created equal.

Anchor Level 4-C

The response:

- Develops all aspects of the task for African Americans and industrial workers
- Is both descriptive and analytical (*African Americans*: after abolition of slavery, issues of disfranchisement, discrimination, and segregation continued; well-organized former confederate groups used violence to prevent blacks from voting; 15th amendment states voting rights could not be based on color; many blacks gave up trying to vote; W. E. B. Du Bois demanded immediate change and an end to voting restrictions; Voting Rights Act of 1965 rendered numerous discriminatory practices illegal; *industrial workers*: injustices addressed by unions and government officials; work in factories and mills became more hazardous when one worked for twelve hours straight with no breaks; having little hope for improving their future, they started to join labor unions; unions began to agitate for rights, staging protests and strikes to make voices heard; numbers in AFL grew enabling them to expand efforts for higher wages and shorter hours)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*African Americans*: Du Bois suggested schools be integrated and equal opportunity be available; Du Bois helped organize NAACP which took cases to courts; success in *Brown v. Board of Education* helped begin a civil rights movement; *industrial workers*: low wages often rendered it difficult for workers to live in decent housing and feed their families; Eugene Debs and his American Railway Union led a strike against Pullman; Wagner Act encouraged unskilled workers to organize the CIO)
- Supports the theme with relevant facts, examples, and details (*African Americans*: Ku Klux Klan; poll taxes, grandfather clause, and literacy tests; *industrial workers*: Samuel Gompers; Wagner Act; collective bargaining; National Labor Relations Board; minimum wage; maximum number of hours; banning child labor in companies shipping products between states)
- Demonstrates a logical and clear plan of organization; includes an introduction that states America was founded on the promise that all men are created equal and that should apply to African Americans and industrial workers and a conclusion that states society continues to work to eliminate discrimination in all forms

Conclusion: Overall, the response fits the criteria for Level 4. Although thoughtful statements about the experiences of African Americans and industrial workers are included, further development would have strengthened the response. Good conclusions are drawn from document information, but they would have benefited from additional factual support.

The time period spanning from the post-Civil War era to the 1960s was one of great change in the United States. Many different groups were demanding changes to be made to create a more equal, safer society in America. Two of the most prominent groups were the African Americans and the industrial workers. The African Americans strived to obtain equal rights granted to them in the 13th, 14th, and 15th amendments, while the industrial workers wanted safer working environments and fair pay. Both groups were able to achieve legislation that met their demands by using public demonstrations to air their grievances (sp?).

The African American community gained the legislation they demanded after the Civil War. With the passage of the 13th, 14th, and 15th amendments slavery was ended and African Americans gained the right to vote. For the most part the Northern states accepted gains made by African American's in society, but the Southern states did not. Although the 14th amendment guaranteed equal protection, laws known as the Jim Crow laws were passed in the South to segregate the white people from the African American people. The Supreme Court agreed that separate could be equal. The creation of the Ku Klux Klan also limited the exercise of political freedoms of the African Americans (Doc. 1). One of the major issues African Americans faced was the fact that although they legally had the right to vote, poll taxes and literacy tests made it nearly impossible for them to do so (Doc. 3a). Leaders of the African American community such as W. E. B. Du Bois saw this as a problem and demanded that these restrictions be lifted (Doc. 2). Despite having fought in two world wars and being drafted to fight in Korea and Vietnam, African Americans were still

trying to get their rights in the 1950's and 1960's. Those decades marked a major surge in the Civil Rights movement when the call for equal rights became louder and better organized. Boycotts were being held and court cases such as *Brown v Board of Education* and *Heart of Atlanta* were being presented to the supreme court in an attempt to end discrimination and the Jim Crow segregation laws. The breakthrough for voting happened in 1965 with the Voting Rights Act signed by President Lyndon B. Johnson. This Act eliminated literacy tests which allowed more eligible African Americans to vote. As a result of this, the number of registered African American voters jumped at least 34.3% in the Southern States (Doc. 3b). This shows that through acts of public protest the African American community was finally able to have the unrestricted right to vote.

The plight of the industrial workers started with the industrial revolution. In the 1830's, working conditions did not seem so awful, as seen with the Lowell Mill girls, who had working conditions better than those of their European counterparts. In time however conditions for the Lowell girls deteriorated and they organized in hopes that their work day would be shortened and conditions would improve. After the Civil War as demand for manufactured goods increased, working conditions decreased. Workers at Homestead worked for an average of 12 hours per day and were payed very little. (Doc 4). In an attempt to change this, people continued joining unions and striking, which did very little, but brought some negative public attention to the workers. (Doc 5a). At the turn of the century, muckrakers such as Jacob Riis and Upton Sinclair wrote books and photographed people living and working in horrible conditions. Those books led to more public

attention for the workers and some Progressive improvements, but change came slowly. In the 1930's in the midst of the Great Depression. President Franklin D. Roosevelt's New Deal for workers included the Wagner Act that created the National Labor Relations Board (Doc. 6a & Doc. 6b) which enabled workers to get fairer pay through union representation and collective bargaining and working conditions related to hours and wages were improved by the Fair Labor Standards Act in 1938.

Both African Americans and industrial workers were able to improve their status in society by making the public aware of their plights which then got the government more involved. In both cases, those groups were able to achieve some of their goals and improve American society in the process.

Anchor Level 3-A

The response:

- Develops all aspects of the task with some depth for African Americans and industrial workers
- Is more descriptive than analytical (*African Americans*: worked to obtain equal rights granted in 13th, 14th, and 15th amendments; northern states accepted gains made by African Americans but southern states did not; creation of Ku Klux Klan limited exercise of their political freedoms; Voting Rights Act allowed more eligible African Americans to vote; registered African American voters jumped at least 34.3 percent in southern states; *industrial workers*: wanted safer working environments and fair pay; at Homestead workers worked average of 12 hours per day; people continued joining unions and striking; working conditions related to hours and wages improved with Fair Labor Standards Act)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates some relevant outside information (*African Americans*: Jim Crow laws passed in South to segregate white people from African Americans; Supreme Court agreed separate could be equal; still trying to get their rights in 1950s and 1960s, despite having fought in two world wars and being drafted to fight in Korea and Vietnam; boycotts held and cases such as *Brown v. Board of Education* and *Heart of Atlanta* presented to Supreme Court in attempt to end discrimination and Jim Crow laws; *industrial workers*: plight started with Industrial Revolution; in 1830s, working conditions of Lowell Mill girls better than European counterparts; conditions for Lowell girls deteriorated and they organized in hopes that conditions would improve; muckrakers such as Jacob Riis and Upton Sinclair wrote books and photographed people living and working in horrible conditions; books of muckrakers led to more public attention for workers and some Progressive improvements)
- Includes some relevant facts, examples, and details (*African Americans*: Ku Klux Klan; poll taxes; literacy tests; W. E. B. Du Bois; *industrial workers*: Wagner Act; National Labor Relations Board; union representation; collective bargaining)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that mention changes made by African Americans and industrial workers with the help of the government

Conclusion: Overall, the response fits the criteria for Level 3. Good relevant outside information is scattered throughout the response and sometimes that information is well developed. Although the response is primarily descriptive, a few analytical statements are included.

Throughout the history of the U.S., different groups have faced problems in American Society. These groups have included African Americans, industrial workers, & persons with disabilities. Individuals organizations, & government have addressed problems faced by these groups. Two groups that needed help were the African American & the industrial workers. Currently, blacks & whites are no longer legally segregated when it comes to public facilities or places; the industrial workers are protected by the laws and they have rights to protest unfair treatment. Both African American & the industrial workers suffered from poor treatments from the white racists or the factory owners. They had limited rights & they struggled to make a living. The problems faced by the African Americans & industrial laborers that had been addressed by different ways have had a big impact on today's society.

During the civil war era, Abraham Lincoln's Emancipation Proclamation had begun to abolish slavery & the 13th Amendment officially brought an end to slavery. (O1) African-Americans were no longer properties & the black males gained rights to vote due to the 14th and 15th Amendments. Aside from all the positive improvements, the violation of African American's natural rights was still an intense issue. A group of white racists known as the Ku Klux Klan was still angry at African-American in 1870s for the loss of Civil War. African American in Kentucky and elsewhere were terrorized by KKK & they were stopping them from voting. (Doc #1). According to President Lyndon B. Johnson, Negro citizens may go to register only to be told that the day is wrong, or the hour is late, thus, those African American were denied the vote. (Doc #3a). As a result of

this happening for so long, the African American were furious & frustrated and they decided to protest this unfair treatment. Unsuccessful since the days of W.E.B. Du Bois' demands, African Americans had enough. A group of African American gathered in Selma, Alabama demanding the rights to vote. The Selma Campaign was televised & many white American watched the "Bloody Sunday" protest in terror. (OI) Finally, in 1965, the Voting Rights Act was finally passed, the number of registered African American voters had dramatically increased in 1966 from what it was in 1960. President Lyndon B. Johnson, succeeding President John F. Kennedy, supported the Civil Right Act of 1964 which ended discrimination in employment based on race, religion, sex, & country of origin. Both Civil Rights Act of 1964 & Voting Rights Acts of 1965 helped ensure that African American could enjoy the Unalienable Rights stated in the Declaration of Independence which is Life, Liberty & pursue to happiness.

Ever since industrialization took place in the U.S., the demand of cheap labor had increased & problems such as harsh working conditions had occurred. For instance, people who worked in Homestead Steel mill suffered from working over time & low pay. (Doc 4), they didn't get what they deserved. As time went by, the problem grew severe & many workers turned to labor unions for help. Some workers joined the Knights of Labors which was one of the 1st American labor unions & some join the American Federation of Labor Union led by Samuel Gompers. (OI) Workers demanded a reduction of the hours of labor & a fair wage; more & more workers joined the labor union to gain their rights between 1878 – 1904. (Doc. 5). However, sometimes

strikes went violent. The Pullman Company Strike happened when the company laid off many workers & reduced their wages due to an economy crisis, & the federal troops were sent to end the workers' uprising. (D1) Similarly, the Great Strike of 1877 & the Haymarket Riot changed the image of labor union. In response to strikers, companies hired strikebreakers & often had the workers signed the Yellow Dog Contract in which the workers were not allowed to join the labor union. More over, during another era of economic crisis in the 1930s President Roosevelt supported the Wagner Act which established a National Labor Relation Board for the workers & set up the possibility of fair wages & better treatment for the workers through the legalization of unions and collective bargaining. (Doc 6) Other laws like Social Security Act & Federal Labor Standard Act also protected workers rights. The government helped the workers by passing bills & encouraging labor unions in the interests of workers.

African American & Industrial workers had suffered a lot from unfair treatment & they received aid from the individual & government. The Civil Rights Act of 1964 & the Voting Rights of 1965 helped African American gain more right & equality. The Wagner Act & Fair Labor Standard Act helped industrial workers by improving the wages & working hours. The solutions that addressed the problems faced by African American & industrial workers still impact American Society today. African Americans are treated the same as other races & they are no longer legally segregated. Industrial workers received protections under the laws & enjoy better welfare than before.

Anchor Level 3 B

The response:

- Develops most aspects of the task with some depth for African Americans and industrial workers
- Is more descriptive than analytical (*African Americans*: blacks and whites are no longer legally segregated; 13th amendment brought an official end to slavery; violation of natural rights still an issue; may go to register only to be told day is wrong or hour is late; voters registered dramatically increased in 1966 compared to 1960; *industrial workers*: protected by laws and have rights to protest unfair treatment; demand for cheap labor increased and problems such as harsh working conditions occurred with industrialization; Homestead workers suffered from working overtime and low pay; more workers joined labor unions between 1878 and 1904; Wagner Act set up possibility for fair wages and better treatment through legalization of unions and collective bargaining)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates some relevant outside information (*African Americans*: Selma campaign demanding right to vote televised and many white Americans watched Bloody Sunday protest; Civil Rights Act of 1964 ended discrimination in employment based on race, religion, sex, and country of origin; *industrial workers*: joined Knights of Labor, one of first labor unions; Pullman Company strike happened when company laid off many workers and reduced wages due to an economic crisis; federal troops sent in to end workers' uprising; Great Strike of 1877 and Haymarket Riot changed image of labor unions; company hired strikebreakers; workers signed yellow-dog contracts)
- Includes some relevant facts, examples, and details (*African Americans*: Ku Klux Klan; Civil Rights Act; Voting Rights Act; inalienable rights of life, liberty, and pursuit of happiness; *industrial workers*: Samuel Gompers; American Federation of Labor; National Labor Relations Board; Social Security Act; Fair Labor Standards Act; Voting Rights Act of 1966)
- Demonstrates a satisfactory plan of organization; includes an introduction that states problems faced by African Americans and industrial workers and a conclusion that reviews how the problems for both groups were addressed

Conclusion: Overall, the response fits the criteria for Level 3. The discussion of historical circumstances surrounding problems faced by African Americans and how these problems were addressed employs good outside information to support document interpretation. The discussion of industrial workers is not as strong with weak historical circumstances.

Throughout American history, different groups have faced problems in society—from the discrimination of African Americans to the unfair treatment of industrial workers. However, individuals, organizations, and government have addressed these problems and taken steps to create change. Despite the racism that has sometimes plagued our society or the unfair conditions of workers that came about during the Industrial Revolution, the actions taken by groups and individuals have molded a society of increased equality and fairness.

African Americans have long faced racism and discrimination, first coming to America as slaves and denied human rights. By the mid-1800s, they had gained the right to freedom, to become a citizen, and to vote, with the introduction of the 13th, 14th and 15th amendment. However, these rights were often violated and ignored by states in the South. For example, the Ku Klux Klan, well known for their bitter acrimony towards Blacks, used “force, terror, and violence” to make colored people feel unsafe. They drove Blacks from polls and even lynched some of those that tried to vote (Document 1). The Ku Klux Klan wanted African Americans to stay at the bottom of society. Whites who lynched Blacks were often not arrested and if they were courts did not convict them. This problem of interfering with African Americans right to vote was evident in many areas of the South. If they could not vote, their views would probably not be taken seriously and few could hope to be elected to political office. In President Johnson’s message to congress, he recognizes that colored people were deterred from voting by being told the voting registration had been moved to a different day or a different hour. Others were disqualified

for not spelling out their middle name or even just abbreviating a word. Even if they completed everything, they would be given a ridiculous task such as reciting the Constitution (Document 3a). If you were not registered, you could not vote. Some southern states had few African American voters because of this. In order to rectify this, the Voting Rights Act of 1965 was passed and subsequently, the amount of African American voters dramatically increased (Document 3b). Congress was finally doing something about a problem that W. E. B. DuBois spoke about in 1906. Many speeches and protests had to take place before African Americans could go to vote and not be tested or pay a poll tax.

Another group that faced hardship was the industrial workers. They were subjected to long hours and low wages. In an interview with a young man at the Homestead Steel Mill in Pennsylvania, it was revealed that he, along with many others, worked for 12 straight hours, without a break. This was a common experience faced by workers during the Industrial Revolution. After such hard work, many would be paid a meagerly 2 dollars and a quarter. The jobs were also inconsistent, and workers could go for months without a job, and subsequently no pay (Document 4). These statistics might have been shocking or surprising to readers of McClure's magazine but there seemed to be little interest in doing anything about it. So workers decided to do something themselves. As a way to rectify this and bring a change to the workplace, some workers joined unions that tried to use collective bargaining to fight for better working conditions. These unions, such as the American Federation of Labor and the Knights of Labor held strikes in order to gain more rights. They

struck for 8-hour days and higher wages. The Wabash Railroad strike, Haymarket Riot and Pullman strike marked anger of steel, railroad, and other workers in the late 19th century (Document 5). They felt exploited by big business. The government being mostly laissez-faire at this time did not do much to help matters. They usually helped big business owners and did not recognize labor unions. President Roosevelt worked to rectify workers' problems and with the Wagner Act signed in 1935, he established the rights of unions. They would be allowed to collectively bargain as well as vote for their representatives. Furthermore, if their rights were violated, their case would be heard by the National Labor Relations Board (Document 6a). In one of his Fireside chats, radio talks to the American public, he talks of the Fair Labor Standards Act that would eliminate child labor, create a minimum wage, as well as create a ceiling to the amount of hours that could be worked in certain industries. (Document 6b). This, would begin to bring an end to those long 12 hour days with unfairly low pay. This has led to current day working conditions that are for the most part better and sometime include employee vacations, 8 hour work days, and health insurance.

African Americans and Industrial workers have long faced problems in American society. Thanks to the work of the government, as well as individuals and groups, reforms have been brought to create a society of more equality and justice.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth for African Americans and industrial workers
- Is more descriptive than analytical (*African Americans*: gained right to freedom, become a citizen, and vote with 13th, 14th and 15th amendments; Ku Klux Klan drove blacks from polls in many areas of South; Ku Klux Klan wanted them to stay at the bottom of society; if they could not vote, their views would not be taken seriously; might have to recite Constitution; *industrial workers*: could go for months without a job and no pay; some joined unions to fight for better working conditions; felt exploited by big business; if rights were violated, the case would be heard by National Labor Relations Board)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates limited relevant outside information (*African Americans*: whites who lynched blacks were not often arrested or convicted; few could hope to be elected to political office; if not registered, you could not vote; many speeches and protests had to take place before they could vote and not be tested or pay a poll tax; *industrial workers*: government usually helped big business owners and did not recognize labor unions; led to working conditions that are better and include employee vacations, eight-hour work days, and health insurance)
- Includes relevant facts, examples, and details (*African Americans*: few African American voters in southern states; Voting Rights Act of 1965; W. E. B. Du Bois; *industrial workers*: Industrial Revolution; 12 straight hours; low wages; Homestead; American Federation of Labor; Knights of Labor; Wabash Railroad Strike, Haymarket Riot, and Pullman Strike; Wagner Act; Fair Labor Standards Act)
- Demonstrates a satisfactory plan of organization; includes an introduction that states actions taken by groups and individuals have molded a society of increased equality and fairness and a conclusion that is a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The discussion of problems faced by African Americans and industrial workers includes outside information that is limited in scope and at times repetitive. Although there are some good conclusions, much of the response is focused on simplistic statements of document information.

In the years since its creation, the United States of America have had a long history of discrimination and lack of assistance to certain groups and people. While these problems persisted for a long time, many people, groups, and governmental organizations attempted to rectify the situations. Solutions may not have been immediately successful and many struggled for a prolonged period of time.

African Americans and persons with disabilities were some of these discriminated groups and there were a number of efforts by the government and other people to improve these groups' circumstances.

African Americans suffered through the practice of slavery and endured the Civil War, but still faced attempts to prevent them from exercising their right to vote. Document 1, a petition to the U.S. Congress by African Americans of Frankfort, Kentucky, tells of some of the more violent actions taken to prevent them from voting. The Ku Klux Klan would use force, terror, and violence to intimidate or kill African Americans. Document 3a, a message from President Lyndon B. Johnson, further elaborates on prevention of voting by detailing the more subversive and political means of disenfranchisement. African Americans would be forced to take tests, prove their literacy, made to recite the Constitution, made to explain complex state laws, and often ignored or unfairly disqualified when trying to register to vote. All in all, a number of social and political methods were used by those who wanted to maneuver around the 13th, 14th, and 15th amendments.

While many sought to limit the rights of African Americans, many more attempted to rectify the situation. Document 3b, a map showing the effects of the Voting Rights Act on the number of registered African American voters, illustrates governmental action to

end the disenfranchisement of African Americans. After the Voting Rights Act was passed, voter enrollment greatly increased throughout the South in a very short period of time, in Mississippi it even increased by 695.4%. Document 2, an excerpt from the Niagara Movement Address by W.E.B. Du Bois, describes actions made by a group. Here, African Americans met together to draw up a list of their desires and the problems that they were facing. Efforts by the government and groups such as these represent a few of the attempts made to assist African Americans facing voting discrimination.

Persons with disabilities have endured a number of problems over the history of the US, in particular lack of accessibility to buildings and transportation. Document 7, an excerpt from the book Handicapping America: Barriers to Disabled People by Frank Bowe, elaborates on some of the issues people with disabilities face. Many buildings, both public and private, were not built or modified to be accessible by the disabled and forms of public transportation are also unaccommodating. When people are unable to travel or enter most buildings they are severely isolated and limited in what activities and jobs they can do for themselves, forcing them to be dependent on others. This limitation on accessibility was a long time problem and inconvenience that many faced.

Both the government and a number of groups and people have taken action to improve the conditions that handicapped people deal with. Document 8, a compilation of three legislative works pertaining to people with disabilities, discusses some of the governmental achievements in helping this situation. The Architectural Barriers Act, passed in 1968, required that buildings and facilities constructed

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

with federal funding be accessible to people with disabilities. Document 9, an excerpt from an article by Doug Struck, also provides an example of other groups working for change. Struck details the protests by people at the FDR Memorial to get the American government and public to understand and accept handicapped people. The work done by the government and other groups has greatly improved the accessibility that persons with disabilities experience.

All in all, African Americans and people with disabilities have been forced to overcome numerous obstacles. Voter discrimination and limited accessibility, respectively, were major issues that needed to be dealt with. Through the actions of the government, organizations, and individual people, the circumstances faced by African Americans and the disabled have been greatly improved.

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

- Minimally develops all aspects of the task for African Americans and persons with disabilities
- Is primarily descriptive (*African Americans*: subversive and political means used to disfranchise them; often ignored or unfairly disqualified when trying to register to vote; social and political methods used to maneuver around the 13th, 14th, and 15th amendments; effects of Voting Rights Act illustrates government action to end disfranchisement of African Americans; voter enrollment greatly increased throughout South in a short period of time; *persons with disabilities*: many buildings not built or modified to be accessible; public transportation not accommodating; people isolated and limited in activities and jobs they can do for themselves; people protested at the FDR Memorial to get American government and public to understand and accept handicapped people)
- Incorporates limited relevant information from documents 1, 2, 3, 7, 8, and 9
- Presents little relevant outside information (*African Americans*: suffered through practice of slavery and endured the Civil War)
- Includes few relevant facts, examples, and details (*African Americans*: Ku Klux Klan; forced to take tests; made to recite Constitution; Mississippi voter enrollment increased by 695.4 percent; W. E. B. Du Bois; *persons with disabilities*: Architectural Barriers Act of 1968)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are slightly beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. Relevant document information frames the response. There is a chronology problem in the discussion of African Americans. Although some good conclusions are made statements are generally presented without explanation.

Many groups have come to face societal issues throughout the history of the United States. Specifically, African Americans and industrial workers have faced brutal conditions to get where they are today. In each struggle, either individuals, organizations, or the government has stepped in to resolve these issues.

African Americans have been fighting for equality ever since they were freed from slavery. However, despite legally being granted equality and the right to vote, many were still abused and denied civil liberties. For example, in Kentucky, many African Americans could not vote without being attacked (Doc 1) in some way shape or form. Some were slaughtered while attempting to vote. Legally, African Americans were equal to whites, but they were still treated as inferior citizens. In 1906 at the Niagara Movement Address, W.E.B. Du Bois demanded that the law be enforced equally to both rich and poor, capitalist and laborer, blacks and whites (Doc. 2). Following the passage of the Voting Rights Act of 1965, the number of African Americans registered to vote increased everywhere, nearly doubling in some places (Doc 3b). Although they were mistreated for many years, African Americans were finally starting to be treated as equals.

Industrial workers were also faced by a host of their own issues. At the turn of the 20th century, many worked long, hard, twelve-hour shifts for very low pay (Doc 4). Conditions were mainly hot, and most of the time dangerous. Workers began forming labor unions and going on strikes in an effort to try and force employers to meet their demands (Doc. 5a). Between 1878 and 1904, labor unions rose from barely 100,000 members to a million and a half. They were finally starting to gain support. President Franklin D. Roosevelt got Congress to pass the Fair Labor Standards Act, which created a minimum wage

Anchor Paper – Document-Based Essay—Level 2 – B

and limited the number of hours one could work (Doc. 6b). Roosevelt was also able to implement the National Labor Relations Board, which protected labor unions and resolved disputed cases (Doc. 6a). By putting up with bad conditions and harsh treatment, industrial workers gained better conditions for fair pay and shorter work days.

In the history of the United States, many groups have had their fair share of issues in society. Groups such as African Americans and industrial workers have earned their equality and respect through prevalence and determination. From being slaughtered while voting, African Americans were able to finally be treated as equals. Worker got shorter work days for fair pay. No matter what the problem is, organization and determination will almost always bring about a solution.

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

- Minimally develops all aspects of the task for African Americans and industrial workers
- Is primarily descriptive (*African Americans*: despite being legally granted equality and right to vote, many still abused and denied civil liberties; some in Kentucky slaughtered while attempting to vote; after passage of Voting Rights Act of 1965, number of African Americans registered to vote nearly doubling in some places; although mistreated for many years, finally starting to be treated as equals; *industrial workers*: working conditions dangerous; workers began forming labor unions and going on strikes to try to force employees to meet their demands; between 1878 and 1904, labor unions rose from barely 100,000 members to a million and a half; Franklin D. Roosevelt got Congress to pass Fair Labor Standards Act; Roosevelt also able to implement National Labor Relations Board, which protected labor unions and resolved disputed cases)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, and 6
- Presents little relevant outside information (*African Americans*: fighting for equality since they were freed from slavery)
- Includes few relevant facts, examples, and details (*African Americans*: Niagara Movement; W. E. B. Du Bois; *industrial workers*: twelve-hour shifts for very low pay; minimum wage and limited number of hours one could work)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that summarizes conclusions made in the essay

Conclusion: Overall, the response fits the criteria for Level 2. Relevant document information generally frames the response. Occasional statements of analysis are weakened by a lack of supporting facts and details.

Throughout the history of the United States, multiple different groups of people have had hardships trying to blend in with the social fabrics of society. Some of these groups include African Americans, industrial workers, and persons with disabilities. These groups have done whatever it takes to fit in and with the help of the government are now a more integrated part of society.

Since the signing of the Emancipation Proclamation by President Lincoln in the mid-1860's, which freed all African Americans, they still faced many troubles cohering to society. One example of this is the refusal of the right to vote. African Americans were often terrorized and abused by members of the Ku Klux Klan and others while trying to vote. In a petition to the United States congress in 1871, a group of African Americans stated that, "Organized bands of desperate and lawless men, mainly composed of soldiers of the late rebel army, armed, disciplined, and disguised, and bound by oath and secret obligations, have, by force, terror, and violence, subverted all civil society among colored people; thus utterly rendering insecure the safety of persons and property, overthrowing all those rights which are the primary basis and objects of the government, which are expressly guaranteed to us by the Constitution of the United States as amended. (1)" They were unhappy because their constitutional rights were being taken away. Another way in which these rights were being taken away was unfair testing at polls. In a special message to congress from president Lyndon B. Johnson in 1965, while explaining how difficult it is for most African Americans to vote he says, "And if he manages to fill out an application he is given a test. The registrar is the sole judge of whether he passes this test. He may be asked to recite

the entire constitution, or explain the most complex provisions of the state law. And even a college degree cannot be used to prove that he can read and right.” (3a) He then created a law eliminating illegal barriers to the right to vote.

Another group of people who had trouble blending in with society were the disabled. The disabled were isolated because of something that they could not help. They had many issues integrating into society, one of which was finding a job. Because it was hard to get into public buildings and other workers were discriminatory towards them, disabled people could not find work, which in turn led to them not being able to find suitable housing. (7) Congress did a lot to help the disabled, such as passing the Architectural Barriers Act, which “requires that buildings and facilities constructed with federal funding be accessible to people with physical disabilities.” And the Education for all Handicapped Children Act, which “requires that children with disabilities have the right to a public school education in an integrated environment.” Other acts were passed to help those who are disabled to integrate into society. (8)

Throughout history, many groups have found trouble in blending in with society. With some government assistance, these groups have been integrated into the world around them.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task for African Americans and persons with disabilities
- Is primarily descriptive (*African Americans*: constitutional rights being taken away; unfair testing at the polls; President Lyndon B. Johnson explained how difficult it was for most African Americans to vote; created a law eliminating illegal barriers to right to vote; *persons with disabilities*: hard to get into public buildings; other workers were discriminatory toward them; disabled could not find work; could not find suitable housing)
- Consists primarily of relevant information copied from documents 1, 3, 7, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*African Americans*: refused right to vote; Ku Klux Klan; *persons with disabilities*: isolated; Architectural Barriers Act; Education for All Handicapped Children Act); includes an inaccuracy (*African Americans*: Emancipation Proclamation freed all African Americans)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that states these groups are now a more integrated part of society

Conclusion: Overall, the response fits the criteria for Level 2. The response, which is dominated by direct quotations from the documents, demonstrates a basic understanding of the task. The discussion would have been strengthened by additional supporting facts and details.

Throughout the history of the United States, different groups have found problems in American society. For example, African Americans and the disabled. Many individuals, organizations and the government have addressed these problems to help make life better.

African Americans faced such problems as being able to vote, killed by white supremacists, and judged unfairly. The 13th, 14th and 15th amendments protect African American rights. W.E.B. DuBois helped them fight for their rights. Finally, President Lyndon Johnson gave a message to congress to help them obtain the right to vote.

The disabled of America also faced problems. They were physically and psychologically isolated and imprisoned in institutions. They also couldn't work, discriminated against and couldn't afford decent housing. The Architectural Barriers Act of 1968, Education for all Handicapped Children Act of 1975 and Telecommunications for the Disabled Act of 1982 all helped end these problems for the disabled.

Therefore, throughout the history of the U.S., different groups have faced problems in American society. Such as, African Americans and the disabled. Many individuals, organizations and the government has addressed these problems to help improve lives.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task
- Is descriptive (*African Americans*: being judged unfairly; 13th, 14th, and 15th amendments protect African American rights; W. E. B. Du Bois helped fight for their rights; President Lyndon Johnson helped African Americans obtain the right to vote; *persons with disabilities*: physically and psychologically isolated; imprisoned in institutions; discriminated against; could not afford decent housing); lacks understanding and application (*African Americans*: faced problems such as being able to vote; *persons with disabilities*: could not work)
- Includes minimal information from documents 1, 2, 3, 7, and 8
- Presents very little relevant outside information (*African Americans*: killed by white supremacists)
- Includes very few additional relevant facts, examples, and details (*persons with disabilities*: Architectural Barriers Act of 1968; Education for All Handicapped Children Act of 1975; Telecommunications for the Disabled Act of 1982)
- 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. A minimal understanding of the task is demonstrated by the use of single, unexplained statements. Information from the documents is sometimes incorrectly interpreted.

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

Blacks have faced many challenges throughout history. Even after the abolition of slavery, they faced harsh racism and judgement. It took many years to gain such rights as suffrage and right to own property. Some even argue that blacks are still treated unequally into the 21st century. Without a doubt, African Americans have faced some hardships throughout the decades.

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

- Minimally mentions all aspects of the task for African Americans
- Is descriptive (*African Americans*: faced many challenges throughout history; took many years to gain such rights as suffrage and right to own property; some argue still treated unequally into 21st century)
- Includes information inferred from documents 1, 2, and 3
- Presents no relevant outside information
- Includes no additional relevant facts, examples, and details
- Demonstrates a general plan of organization; contains a single paragraph which includes an introductory and concluding sentence

Conclusion: Overall, the response fits the criteria for Level 1. All aspects of the task for one group are implied. A limited understanding of the task is demonstrated despite generalizations and overall brevity.

Over the course of the history of the United States of America, there are many groups that have faced issues or have been oppressed in some way. Two specific examples of this were African Americans and industrial workers. These people lived under social and political scrutiny for long periods of time, and government intervention was needed to give aid to these people.

After the Civil War, and during Reconstruction, African Americans enjoyed a brief time of expanded rights and liberties that they had never experienced before. This was short lived, however, because as soon as Reconstruction ended Blacks were back to having their rights taken away from them by things such as the Jim Crow laws. In an 1871 petition to Congress by African Americans in Frankfort, Kentucky, the Blacks state that violence is being committed against them without cause by the KKK and various other rebel armies. They are also being denied the right to vote and killed when they try to exercise this right. One thing the government did to combat this many years later was the Voting Rights Act of 1965. According to the map of African American voter registration before and after the passage of the Voting Rights Act of 1965, voter registration among Blacks rose substantially. The government also passed other acts in the mid-1900's such as the Civil Rights Act.

Another group that has faced problems in American history in the past was industrial workers. Since the beginning of factories and sweat shops, administration has taken advantage of the workers that are under them. Due to things such as the Pinkerton Armies and strike breakers or scabs, there was little the factory workers could do about their situation. According to an account of an author's visit to

Document-Based Essay—Practice Paper – A

the Homestead, Pennsylvania Steel Mill, workers were forced to work ridiculous hours and for very little pay. These problems, among others such as facing injury and poor working conditions, were what industrial workers often faced. However, government action was eventually taken to improve working conditions for these people. In one of President FDR's fireside chats on June 24th, 1938, Roosevelt explained how Congress had finally passed the Fair Labor Standards Act to end child labor, set minimum wage floors, and also to set price ceilings. Another act that was passed by Roosevelt to improve working conditions was the Wagner Act.

African Americans and industrial workers are two groups who received more than their fair share of hardships in their histories. For nearly a century after the Civil War, Blacks were unjustly discriminated against and had violent crimes committed against them. Industrial workers were also denied rights and forced to work in brutally harsh conditions with minimal pay. However, government intervention for both of these groups helped them at last gain the rights that they deserved. In conclusion, even though America claimed to be a country protecting life, liberty, and pursuit of happiness, this was not always the case for many groups throughout history.

Throughout American history, problems have arisen that affect specific groups of people. And, the majority of the time the affected groups take various forms of action to find solutions to their problems. Both workers and African Americans exemplify this. Though problems have been experienced by workers and African Americans, through hardwork and dedication to their cause change took place.

After the Civil War, America began to industrialize at a fast pace. More factories and cities were developed than ever before during this time period. Along with this development came a new work force. The nation was changing from a rural and agriculture based society, to an urban and industrial society. Because of this many people left their family farms and headed to the cities to find industrial jobs. Many immigrants from southern and eastern Europe also arrived in American cities to find jobs and new opportunities. Though the appeal of factory jobs was strong to many people, it was soon discovered that many of the conditions workers had to face were less than ideal. As a factory worker expressed to Hamlin Garland in an interview, workers would work 12 hours (or more) for very low wages at places like the Homestead Steel Mill (Doc. 4). With so many workers wanting jobs, the factory owners knew they could take advantage of them. Since the government followed laissez-faire policies toward large corporations, workers had no protection from unfair labor practices. Men, women, and children were all subjected to very low wages and very long workdays. The conditions in the factory itself were also unsafe the majority of the time. Crowded rooms without windows and lots of pollutants in the air made the factory an unhealthy place. If a worker

became seriously ill that was it. Workers often couldn't afford a doctor or food for their families if they were not working. They had no disability rights or health insurance. Because of these problems, workers began to take action. As is displayed by the graph, strikes and riots were used by the workers with the hopes of forcing change. With so many workers available and unemployed, strikers could easily be fired and new workers hired. Major unions were formed such as the AFL for skilled workers after membership in the Knights of Labor declined after the Haymarket riot. (Doc 5b). Despite membership in labor unions working conditions and wages were slow to improve for many workers, especially the unskilled. Often they did not even have a union to join. Eventually, the government began to recognize the problems faced by workers and more reforms were passed. Besides work projects such as the CCC and the WPA, FDR proposed several reform acts with the hope of benefitting workers and the economy. The National Labor Relations Act of 1935 and the Fair Labor Standards Act did both. (Doc 6a and 6b). Through these government legislations and the actions of the workers themselves, change was made. Workers could organize and choose representatives to bargain collectively for them. They could earn at least a decent wage and would be able to work reasonable hours in certain industries.

The issue of racial equality has long plagued the United States. Slavery began in the colonial period a few years after the settlement of Jamestown and helped cause our nation to divide itself during the Civil War Era. During Reconstruction, the 13th, 14th, and 15th Amendments were passed and supposedly ensured the rights of African Americans. However, discrimination continued to be an

issue, especially in the South, for decades to come. Many Southern governments found ways to get around the amendments and deny African Americans their rights. They generally got away with it because the United States was too busy industrializing and imperializing. Grandfather clauses, poll taxes, and literacy tests were the most popular ways to keep African Americans from voting. As expressed in a letter to Congress, the Klu Klux Klan was also terrorizing and hurting African Americans and would continue to do so long after those Amendments were passed (Doc 1). At the dawn of the 20th century, African Americans began to fight for change as discrimination toward them worsened. Leaders such as W.E.B. Du Bois and organizations such as the NAACP organized and wrote newsletters trying to gain attention for their cause. In a speech from 1906, Du Bois expresses the Niagara Principles that African Americans wanted equality and wanted to be treated the same as every white U.S. citizen (Doc 2). The efforts of African Americans continued on into the 1950's and 1960's as did segregation and efforts to keep them from voting. African American efforts to gain equality became the Civil Rights Movement under leaders such as Martin Luther King Jr. Eventually, Government leaders began to take notice of protests like the Montgomery Bus Boycott and sit-ins at lunch counters and began to push for change. President Johnson continued President Kennedy's support for a Civil Rights Act further desegregating American society and he supported the Voting Rights Act of 1965 greatly increasing the political rights of African Americans. As is shown on the map, the number of African Americans registered to vote substantially increased after the passage

Document-Based Essay—Practice Paper – B

of the Voting Rights Act (Doc 3b). Through efforts of African Americans and the resulting involvement of the government, racial discrimination decreased and equality became much more widespread.

In American history, many cases exist of groups that experienced problems. However, those who were able to address those problems were the ones that became active for their cause and were able to gain attention from the government. Both workers and African Americans are groups that fought for change and received it.

African Americans and industrial workers faced many problems throughout history due to the lack of protective legislation. African Americans faced political discrimination after the Civil War through loopholes in the law and discriminatory “Jim Crow” laws which were fixed through the efforts of President Lyndon Johnson and his Civil Rights Act of 1964 and his Voting Rights Act of 1965, while industrial workers were faced with economic abuse due to the lack of protective legislation for workers and unions. Fixes for these problems that came about during the administrations of Theodore Roosevelt, Taft, Wilson and, later, Franklin Roosevelt.

Technically African Americans had gotten their freedom, citizenship, and right to vote after the Civil War with the 13th, 14th, and 15th amendments. The problem was, was that their freedom was constantly under attack by rogue groups of terror-mongers and negligent or malicious southern governments even in the former Union border state of Kentucky. (Doc 1). The Constitution just wasn't being enforced (Doc 2). And then there were the state Jim Crow Laws that reinforced inferiority and inequality and were designed to keep the races separate on buses, in theaters, and in schools. Laws were also passed that required African Americans to complete complex tasks such as “recite the entire Constitution” or “explain the most complex provisions of [the law]” in order to vote (Doc 3a). Other laws required that a voter's grandfather had to be a voter, disqualifying black voters whose families had been slaves for years to come. Finally, in 1965, after being presented by President Johnson to Congress, the Voting Rights Act of 1965 was passed eliminating many of the loopholes used by Southern governments to prevent African Americans from

voting (Docs 3a & 3b).

Industrial workers had it tough for the longest time. Not only were they working the hardest jobs, but they were getting very little pay for long hours of work (Doc 4). Unions went unprotected and workers couldn't strike for fear of losing their jobs to scabs. Not to mention the fact that the workers had to compete for jobs with child labor, which, on top of being a harsh and immoral practice, was a much cheaper source of labor than adults. During the administrations of progressive trustbusters Theodore Roosevelt, William Taft, and Woodrow Wilson, bad big business practices were attacked by Progressive laws. Some to protect the consumer, however others to protect children and women in the workplace. Although the Supreme Court ruled some Progressive labor laws unconstitutional, gains were made on the state and federal level. There were some fair labor practices recommended including the protection of unions and their ability to exist and negotiate with employers. Theodore Roosevelt supported union workers during the anthracite coal strike as part of his Square Deal. Laws were passed and labor rights were reinforced under the Franklin Delano Roosevelt administration with several New Deal Acts. One of those acts, the National Labor Relations Act, preserved the right of labor unions to exist and negotiate with their employers as well as created a government office in charge of ruling on labor disputes. Another law was the Fair Labor Standards Act which outlawed child labor, set a floor for wages, and limited the number of hours an employee could work in factories involved in interstate commerce (Doc 6a and 6b).

Although the United States was founded on democratic principles and the ideal that “all men are created equal” those principals haven’t always been put into practice. Many different groups have faced trouble obtaining civil rights. Two very prominent occurrences of this, during our history, was with African-Americans and with industrial workers. Both of these demographics faced hardships. When this plight, however, was recognized on a wider scale the government and many individuals and organizations took action to address their problems.

African-Americans have faced racial prejudice and discrimination since they first arrived in the New World. Often looked down upon because they were once used as slaves, that prejudice carried over, even after the Civil War, when African-Americans were liberated from slavery and considered American citizens. Although considered full citizens, they were often denied the rights that others received. Many southern states took extreme measure to disregard the 15th amendment and ensure that blacks, were prevented from voting. Many states “nullified” the amendment and gave blacks extremely difficult “qualification” tests, to show that they were qualified to vote. These tests were designed with the intent to discourage blacks from voting, and many blacks were at a disadvantage because they were poorly educated and did not perform adequately on tests. The tests were almost impossible to pass since African Americans had few educational opportunities until the Freedmen’s Bureau was established, and that didn’t last long. Many blacks were also denied proper due process legal rights when they were arrested, and a biased jury often ensured the blacks were unfairly prosecuted and convicted

at higher rates than whites. At the same time individuals and groups involved with harassment of blacks such as the KKK and crimes such as lynching were not brought to justice. Generally blacks were not allowed to serve on juries and there were few black judges or lawyers. The plight of African Americans, seemed to be ignored for a long time and many parties, both individuals and the government recognized the need to alleviate African-American inequality. W.E.B Du Bois was a strong advocate for African-American equality. He brought a viewpoint different from Booker T. Washington's about the problems that African Americans faced, especially in terms of their denial of the proper legal and voting rights. He encouraged blacks to stand up for the rights that were theirs. He urged them to fight for their rights throughout the 20th century. Their efforts eventually led to civil rights reform and presidential support. President Lyndon Johnson recognized the denial of voting privileges, and attempted to pass legislation to end discrimination. The Voting Rights Act of 1965 had a positive effect on African Americans ensuring that more of them had the right to vote because they could more easily register and didn't have to pass tests. African Americans are a demographic that has faced adversity in the nation, and was able to overcome it.

Industrial workers in the United States have also faced hardships as well. The factory system had changed their working lives. They often worked extremely long hours, in unfit conditions, and were paid extremely low wages for the work they performed. They were not given fair representation and they often had to be subject to the demand of their employer, as many were not in a position to argue a better stance, due to the power their employer had over them. They could be fired and

easily replaced with other workers who needed jobs. Like African Americans, however, they did not endure their hardships for long without demanding change. Organizing strikes were common, as their purpose was to put their employers in a state of desperation so that their demands would be met. This did not often happen the way workers thought it would. Although the occurrence of strikes was low initially, the number of strikes grew by the end of the 19th century.

Organizing of unions, where workers of a specific trade would gather together in organized groups such as the AF of L in an attempt to establish a representative party for themselves and gain influence in negotiations. Although wages and working conditions improved for many skilled workers, unskilled workers were often without union support. The growth of union membership was initially very inconsistent, often growing and shrinking periodically. During the early 20th century, the AF of L increased success caused an increase in their level of membership growth. Federal legislation was later passed that would ensure that laborers had better rights. Being guaranteed the right to organize led to the formation of more unions. In 1938, Congress passed the Fair Labor Standards Act, where a minimum wage was established, as well as regulation for conditions and a maximum working time in industries involved in interstate commerce. Social Security was also established which enabled older workers to retire with a monthly income. Workers overcame hardships and gained equal rights.

Since the birth of the United States, various groups in American society have encountered troubles, which have then been addressed by entities including government, organizations, and individuals. Amongst the most prominent of these troubled groups are industrial workers, who faced numerous problems throughout the seventeenth century, and blacks, who have faced discrimination since the colonial era.

The societal role of industrial worker changed in the eighteen hundreds, when numerous new technologies, such as the steam engine and bessemer process, led to the beginning of large scale manufacturing in the U.S. by Andrew Carnegie and others. As manufacturers became richer, workers became poorer. Working conditions were extremely unpleasant, involving twelve hour days on minimal pay at his Homestead Steel Mill. (Doc 4) Conditions that were really not very conducive to human welfare, especially in industries such as meat-packing where a lack of ventilation and unsanitary conditions sometimes led to chronic illness. The issue of workers were eventually improved by a many-sided attack on the condition in factories. In the earliest days of the movement, unions played a key role in fighting the abuses of large corporations. Throughout the eighteen hundreds, union membership went through ups and downs but rapidly increased in the 1890s (Doc 5b) along with the organization of massive strikes (Doc 5b), such as the one at the Homestead steel plant where wages of workers were decreased. Union negotiators did not always have a large base from which to work when dealing with company representation because not every worker belonged to the union. It would be many years before union

membership could make a real difference in the lives of workers. Another factor in the resolution of labor's problems was the muckrakers, journalists who went and investigated factories and broadcasting to the world the horrors found within. Upton Sinclair's The Jungle exposed harsh working conditions in meatpacking but people were more concerned about meat that would make them sick. Government also played a role in promoting labor rights, passing laws such as the Fair Labor Standards Act and the Social Security Act to promote workers' welfare (Doc. 6b) They guaranteed the right of self-organization and disability rights for those hurt on the job or unable to work because of serious illness.

The plight of blacks in America began when Africans were brought to English and Dutch colonies in the 1600s, marking the beginning of a long period of slavery followed by discrimination after their freedom. Slavery was discussed but not abolished with the writing of the Constitution: it was decided that the slave trade would not be outlawed until 1808 and in a compromise slaves would be counted as $\frac{3}{5}$ ths of a white man. It was not until the Civil War however, that blacks were at last emancipated in the 13th amendment and made citizens in the 14th amendment. After the war, bitterness led organizations such as the KKK to commit numerous hate-crimes, violating even their most basic rights (Doc 1). Many state governments limited blacks' rights to vote by imposing different regulations even though the 15th amendment had been passed. (Doc 3). Demands for equal voting rights and civil rights by black leaders such as WEB Du Bois (Doc 2) eventually led to the passage of the Voting Rights Act under Lyndon B. Johnson (Doc 3). The fight for

Document-Based Essay—Practice Paper – E

equality did not end there, however. Protests continued throughout the '60s during the civil rights movement and efforts to reach equality continue to this day.

Throughout the history of America, many groups have suffered violations of rights and other such problems. Such groups, including industrial workers and blacks, often solve their problems via a combination of organizations, governments and individual efforts, a trend that continues to this day.

Practice Paper A—Score Level 2**The response:**

- Minimally develops all aspects of the task for African Americans and industrial workers
- Is primarily descriptive (*African Americans*: after Civil War and during Reconstruction, they enjoyed a brief time of expanded rights and liberties; violence committed against them by Ku Klux Klan; killed when trying to exercise right to vote; after passage of Voting Rights Act of 1965, voter registration among blacks rose substantially; *industrial workers*: workers forced to work ridiculous hours for very little pay at Homestead steel mill; Fair Labor Standards Act ended child labor and set minimum wages); includes faulty application (*African Americans*: expanded rights and liberties ended as soon as Reconstruction ended; violence committed by other rebel armies; *industrial workers*: Fair Labor Standards Act set price ceilings)
- Incorporates limited relevant information from documents 1, 3, 4, and 6
- Presents little relevant outside information (*African Americans*: rights taken away by Jim Crow laws; Civil Rights Act passed in mid-1900s; *industrial workers*: since beginning of factories and sweatshops, workers taken advantage of; use of Pinkerton armies, strikebreakers, scabs)
- Includes very few additional relevant facts, examples, and details (*African Americans*: denied right to vote; *industrial workers*: faced injury and poor working conditions); includes an inaccuracy (*industrial workers*: Wagner Act passed by Roosevelt)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that summarizes points made in the essay

Conclusion: Overall, the response fits the criteria for Level 2. Occasional outside information is included in a response that is dominated by document information. Although some good conclusions are made, additional facts and details would have strengthened the effort.

Practice Paper B—Score Level 4

The response:

- Develops all aspects of the task for industrial workers and African Americans
- Is both descriptive and analytical (*industrial workers*: with so many wanting jobs, factory owners knew they could take advantage of them; strikers could easily be fired and new workers hired; working conditions and wages slow to improve despite membership in labor unions; workers could organize and choose representatives to bargain collectively; could earn at least a decent wage and be able to work reasonable hours in certain industries; *African Americans*: discrimination continued to be an issue in South after Reconstruction; W. E. B. Du Bois and organizations such as NAACP organized protests and wrote newsletters to gain attention; wanted equality and to be treated same as every white citizen; through their efforts and involvement of government, racial discrimination decreased and equality became much more widespread)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*industrial workers*: nation changed from rural and agricultural to an urban and industrial society; immigrants from southern and eastern Europe arrived in American cities to find jobs; crowded rooms without windows and pollutants in the air made factory unhealthy; no disability rights or health insurance; *African Americans*: slavery began in colonial period and helped cause nation to divide during Civil War; grandfather clause, poll taxes, and literacy tests most popular ways to keep them from voting; efforts to gain equality became civil rights movement under leaders such as Martin Luther King Jr.; President Johnson continued President Kennedy's support for a Civil Rights Act)
- Supports the theme with relevant facts, examples, and details (*industrial workers*: very low wages; very long workdays; Homestead; Haymarket; AFL for skilled workers; Knights of Labor; National Labor Relations Act; Fair Labor Standards Act; Franklin D. Roosevelt; *African Americans*: 13th, 14th, and 15th amendments; Ku Klux Klan; Montgomery bus boycott; sit-ins at lunch counters; Voting Rights Act of 1965)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 4. The strength of the response is in the treatment of historical circumstances and well-placed outside information. Less reliance on document information would have strengthened the discussion of how problems of industrial workers and African Americans were addressed.

Practice Paper C—Score Level 3

The response:

- Develops all aspects of the task with little depth for African Americans and industrial workers
- Is more descriptive than analytical (*African Americans*: faced political discrimination after Civil War due to loopholes used by Southern governments; got freedom, citizenship, and right to vote after Civil War; Constitution not being enforced; Voting Rights Act of 1965 eliminated many of loopholes used by Southern governments to prevent them from voting; *industrial workers*: worked hardest jobs and got very little pay for long hours of work; had to compete for jobs with child labor, a much cheaper source of labor than adults; Theodore Roosevelt supported union workers during the anthracite coal strike as part of his Square Deal; National Labor Relations Act preserved right of labor unions to exist and negotiate with employers and created government office in charge of ruling on labor disputes)
- Incorporates some relevant information from documents 1, 2, 3, 4, and 6
- Incorporates some relevant outside information (*African Americans*: Jim Crow laws reinforced inferiority and inequality and were designed to keep races separate on buses, in theaters, and in schools; laws required a voter's grandfather had to be a voter, disqualifying black voters whose families had been slaves; *industrial workers*: during administrations of Theodore Roosevelt, William Taft, and Woodrow Wilson, bad business practices attacked by Progressive laws; Progressive laws protected consumer and children and women in workplace; some Progressive labor laws ruled unconstitutional by Supreme Court)
- Includes some relevant facts, examples, and details (*African Americans*: Civil Rights Act of 1964; 13th, 14th, and 15th amendments; rogue groups of terror-mongers; negligent, malicious southern governments; *industrial workers*: scabs; Franklin Delano Roosevelt; New Deal Acts; Fair Labor Standards Act)
- Demonstrates a satisfactory plan of organization; includes an introduction that summarizes problems faced by African Americans and industrial workers and mentions how these problems were addressed, but lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The treatment of African Americans is framed by document information and lacks any actions taken by this group to gain their rights. Outside information about Progressivism establishes a good segue to the New Deal response to problems faced by industrial workers.

Practice Paper D—Score Level 4

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing African Americans more thoroughly than industrial workers
- Is both descriptive and analytical (*African Americans*: often looked down on because they were once used as slaves; many southern states took extreme measures to disregard 15th amendment; many states gave blacks extremely difficult qualification tests designed to discourage them from voting; blacks were unfairly prosecuted and convicted at higher rates than whites; W. E. B. Du Bois urged them to stand up and fight for their rights; Voting Rights Act of 1965 ensured more African Americans had right to vote; *industrial workers*: factory system changed working lives; not given fair representation and often subject to demands of employer; could not argue for better conditions as they could be fired and easily replaced with workers who needed jobs; growth of union membership initially inconsistent, often growing and shrinking periodically; being guaranteed right to organize led to more unions)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*African Americans*: racial prejudice carried over even after Civil War; tests almost impossible to pass since they had few educational opportunities until Freedmen’s Bureau; many denied proper due process legal rights when arrested; those involved with harassment of blacks were not brought to justice; generally not allowed to serve on juries; few judges or lawyers; *industrial workers*: occurrence of strikes was low initially, but number grew by end of 19th century; workers of a specific trade organized American Federation of Labor; unskilled workers were often without union support; Social Security enabled older workers to retire with a monthly income)
- Supports the theme with relevant facts, examples, and details (*African Americans*: biased jury; Ku Klux Klan; lynching; President Lyndon Johnson; *industrial workers*: long hours; unfit conditions; low wages; Fair Labor Standards Act in 1938; minimum wage; regulation for conditions and maximum working time in industries involved in interstate commerce)
- Demonstrates a logical and clear plan of organization; includes an introduction that states the United States was founded on democratic principles, but they have not always been put into practice and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 4. Good outside information supports the thesis that democratic principles were historically not applied to the African American experience. Document analysis leads to some good conclusions about industrial workers; however, some repetitiveness in the discussion detracts from the effort.

Practice Paper E—Score Level 3

The response:

- Develops all aspects of the task with little depth for African Americans and industrial workers
- Is more descriptive than analytical (*industrial workers*: as manufacturers became richer, workers became poorer; unions played a key role in fighting abuses of large corporations; union membership rapidly increased in 1890s along with organization of massive strikes; would be many years before union membership could make a difference in lives of workers; acts guaranteed right of self-organization and disability rights for those hurt on job or unable to work because of serious illness; *African Americans*: emancipated with 13th amendment and made citizens in 14th amendment; bitterness led organizations to commit numerous hate crimes; many state governments limited right to vote)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates some relevant outside information (*industrial workers*: societal role changed when new technologies led to beginning of large-scale manufacturing by Andrew Carnegie; lack of ventilation and unsanitary conditions sometimes led to chronic illness; massive strike at Homestead where wages of workers decreased; union negotiators did not always have a large base from which to work when dealing with company representatives because not every worker belonged to the union; muckraking journalists investigated factories and broadcasted to world the horrors found; Upton Sinclair's *The Jungle* exposed harsh working conditions in meatpacking plants, but people were more concerned about meat that would make them sick; *African Americans*: brought to English and Dutch colonies in 1600s; when writing Constitution, it was decided that slave trade not be outlawed until 1808; slaves to be counted as three-fifths of a white man; protests continued throughout 1960s)
- Includes some relevant facts, examples, and details (*industrial workers*: twelve-hour days; minimal pay; steam engine; Bessemer process; Fair Labor Standards Act; Social Security Act; *African Americans*: Ku Klux Klan; 15th amendment; W. E. B. Du Bois; Voting Rights Act; President Johnson; civil rights movement); includes an inaccuracy (industrial workers faced problems during the 17th century)
- Demonstrates a satisfactory 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 3. The discussion of industrial workers includes good relevant outside information and supporting facts and details; however, the treatment of African Americans would have been strengthened by further document analysis and outside information.

United States History and Government Specifications August 2015

Part I Multiple-Choice Questions by Standard

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

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	Individuals, Groups, Institutions; Citizenship; Civic Values; Diversity; Reform Movements; Economic Systems	Standards 1, 4, and 5: United States and New York History; 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 August 2015 Regents Examination in United States History and Government* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> 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.