

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Friday, June 20, 2008 — 9:15 a.m. to 12:15 p.m., only

SCORING KEY AND RATING GUIDE

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 <http://www.emsc.nysed.gov/osa/> and select the link "Examination Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and at least one more time before the final scores for the examination are recorded.

Contents of the Rating Guide

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

- A content-specific rubric
- Prescored answer papers. Score levels 5, 4, and 1 have two papers each, and score levels 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
- Four prescored practice papers

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

- A question-specific rubric

Mechanics of Rating

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

United States History and Government

June 20, 2008

Part I

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

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Albany, New York 12234

Scoring the Part I Multiple-Choice Questions

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

Rating the Essay Questions

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

Rating the Scaffold (open-ended) Questions

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

The scoring coordinator will be responsible for organizing the movement of papers, calculating a final score for each student's essay, recording that score on the student's Part I answer sheet, and determining the student's final examination score. The conversion chart for this examination is located at <http://www.emsc.nysed.gov/osa/> and must be used for determining the final examination score.

United States History and Government
Content-Specific Rubric
Thematic Essay
June 2008

Theme: Change

Throughout United States history, individuals other than presidents have played significant roles that led to changes in the nation's economy, government, or society.

Task: Select *two* important individuals, other than presidents, and the area in which they tried to bring about change, and for *each*

- Discuss *one* action taken by the individual that led to changes in the nation's economy, government, or society
- Discuss changes that came about as a result of the individual's action

You may use any important person from your study of United States history (other than a president). Some suggestions you might wish to consider include Frederick Douglass and slavery, Andrew Carnegie and industrialization, Jacob Riis and urban life, Upton Sinclair and consumer protection, Henry Ford and the automobile industry, Margaret Sanger and reproductive rights, Martin Luther King Jr. and civil rights, Cesar Chavez and migrant farmworkers, and Bill Gates and the software industry.

You are *not* limited to these suggestions. However, you may *not* select a president of the United States.

Scoring Notes:

1. This thematic essay has a minimum of *six* components (discussing *one* action taken by each of *two* individuals, other than presidents, who have played a significant role that led to changes in the nation's economy, government, or society, and discussing *at least two* changes that came about as a result of *each* individual's action)
2. The individuals who are selected should not be individuals who have served as presidents of the United States. However, responses that discuss an action taken by an individual before or after his presidency may be considered for credit, i.e., since Jimmy Carter's support for Habitat for Humanity occurred after his presidency and is unrelated to it, this topic may receive credit.
3. The choice of an individual who played a significant role in changing the nation's economy, government, or society is subject to the student's point of view. However, the selection should be supported by accurate historical facts and examples that demonstrate the individual's importance in United States history.
4. Whether the impact of the change is specifically on the economy, on the government, or on society need not be stated; the affected sector may be implied in the discussion.
5. Either immediate or long-term changes that resulted from the individual's action may be discussed.
6. Either positive or negative changes may be discussed.
7. The changes that resulted from the individual's action must be related to the action that is discussed.
8. The selected individuals may be from the same area and/or the same time period as long as the discussion of these individuals is supported by specific and different historical facts and examples, e.g., Upton Sinclair and Jacob Riis.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by discussing **one** action taken by each of **two** individuals, other than presidents, that led to changes in the nation's economy, government, or society, and discussing **at least two** changes that came about as a result of **each** individual's action
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information) (*Frederick Douglass and slavery*: connects the crucial role of his speeches about being a former slave and his publication of the *North Star* to the increased awareness of Northern whites about the necessity of abolishing slavery and to the issuance of the Emancipation Proclamation and the raising of African American troops during the Civil War; *Upton Sinclair and consumer protection*: connects Sinclair's publication of his novel about the plight of workers in the meatpacking industry to the public outcry about the filth, disease, and decay in Chicago's slaughterhouses and to President Theodore Roosevelt's pressure on Congress to pass the Meat Inspection Act and other consumer protection legislation)
- Richly supports the theme with relevant facts, examples, and details (*Frederick Douglass and slavery*: Underground Railroad; *Narrative of the Life and Times of Frederick Douglass*; *Dred Scott v. Sanford*; lobbying President Abraham Lincoln; Massachusetts 54th Regiment; 13th amendment; Freedmen's Bureau; *Upton Sinclair and consumer protection*: Progressive Movement; muckraker; *The Jungle*; socialism; immigrants; Pure Food and Drug Act; Food and Drug Administration)
- 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 one aspect of the task more thoroughly than the other aspect of the task for both individuals *or* discussing all aspects of the task for one individual more thoroughly than for the second individual
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information) (*Frederick Douglass and slavery*: discusses his role as publisher of the *North Star*; discusses increasing public support for the abolition of slavery and the raising of African American troops for the Union Army; *Upton Sinclair and consumer protection*: discusses publication of *The Jungle*; discusses resulting public awareness of conditions in the meatpacking industry with the passage of the Meat Inspection Act and demands for additional consumer protection agencies like the Food and Drug Administration)
- Supports the theme with relevant facts, examples, and details (*Frederick Douglass and slavery*: abolitionist newspaper; speeches against slavery; meetings with Abraham Lincoln; Emancipation Proclamation; 13th amendment; *Upton Sinclair and consumer protection*: muckraker; Chicago slaughterhouses; Theodore Roosevelt; Pure Food and Drug Act)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Note: At score levels 5 and 4, all components of the task should be developed.

Holistic Score Reminder: This note applies only to the evaluation of bullet 1 of the rubric.

Score of 3:

- Develops **all** aspects of the task with little depth *or* develops **at least four** aspects of the task in some depth
- Is more descriptive than analytical (applies, may analyze and/or evaluate 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

Examples of addressing *at least four* aspects of the task in some depth at Level 3

Holistic Scoring Reminder: These examples apply only to the evaluation of bullet 1 of the rubric. A response meeting the criteria below does not, by itself, make it a Level 3 response.

1. Develops **all** aspects of the task for one individual and only **one** aspect of the task for the *second* individual
2. Develops any **two** aspects of the task for **each** individual

Exception: If **all** components of the task for **one** individual have been thoroughly developed evenly and in depth, and the response meets most of the other Level 5 criteria, the response may be a Level 3 paper.

Score of 2:

- Minimally develops **all** aspects of the task *or* develops **at least three** aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- 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

Examples of addressing *at least three* aspects of the task in some depth at Level 2

Holistic Scoring Reminder: These examples apply only to the evaluation of bullet 1 of the rubric. A response meeting the criteria below does not, by itself, make it a Level 2 response.

1. Develops **all** aspects of the task for only **one** individual
2. Develops any **two** aspects of the task for **one** individual and only **one** aspect of the task for the *second* individual

Score of 1:

- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- 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 theme, task, or suggestions as copied from the test booklet; *OR* is illegible; *OR* is a blank paper

For every action, there is a reaction whether it be big or small. The progress of the United States has been largely influenced by certain pioneering individuals. Many times, people in seats of power like the President or Supreme Court justices have instituted change because of the power they had in the government. However, many brave people, average Americans have also impacted the country in ways no President or justice could. Two important individuals are Upton Sinclair and Rosa Parks.

At a time when big business was boss, it was extremely difficult to stand up against the economic giants. Many industries had few government restraints or none at all, allowing them to carry out corrupt practices. Many items and products were faulty and cheap, and some were even dangerous. One industry, the meat packing industry, was an example of a corrupt business. In the early twentieth century, meat, a staple of American meals were made and packed in extremely unsanitary conditions. The food may have contained dubious parts of animals and the conditions at the packing plant were atrocious. Consumers unknowingly purchased meat whose quality was questionable. Upton Sinclair, a muckraker or someone who exposes corrupt business practices, saw the meat industry's activity. He wrote a novel entitled The Jungle, which described in detail, the corruption in meat packing factories. Previously, many people did not know about the subject of Sinclair's book. The

The publishing of Uplift awakened many to the dangerous business practices, including the president of the time, Theodore Roosevelt. Sinclair said he had aimed for the public's heart and hit its stomach. After reading Sinclair's book and confirming the facts, Roosevelt pushed legislation to pass laws to keep meat safe for consumers. Ultimately, the Meat Inspection Act was passed, requiring meat to be analyzed and graded on quality. Now meat sold across state lines could be inspected by federal agents. This was a major step in the Progressive movement to protect consumers and provided the federal government with increased power to regulate big business. It reduced the power of monopolies and trusts over the American economy.

Another courageous individual, Rosa Parks, faced the hateful and often violent era of racism and segregation. The Supreme Court case Plessy v. Ferguson ruled that racial segregation was lawful, as long as the public facilities were "separate but equal." But the facilities were far from equal, and African Americans always were forced to use the lesser, dirtier, more inconvenient parts of buildings, and schools. African Americans were even forced to sit in the back of the bus or move for Caucasians in buses. Rosa Parks, a peaceful African American woman and member of the NAACP finally refused to move one day. Her simple, nonviolent and even polite attitude to being arrested by police showed many the true

ugliness of racial segregation. The injustice of the jailing of Rosa Parks for refusing the bus driver's demands to get up inspired people across the nation. Soon after, the Baptist minister, Martin Luther King Jr., led a boycott against the bus company called the Montgomery Bus Boycott. African Americans walked, rode ~~walked~~ bikes, and car pooled to transport themselves, refusing to bend to the will of racism. Finally, the boycott was ended, when the buses grudgingly allowed African Americans to ride in the front, in the back and in the middle. They no longer had to move for anyone. This was a great victory for the young civil rights movement, showing that through the actions of individuals, the unjust policies of segregation could be defeated. During the boycott, the SCLC was formed and took the lead in the nonviolent struggle against racism throughout the next decade. The Civil Rights Act of 1964 was one of many desegregation laws that owe their existence to the courage of activists like Rosa Parks.

The actions of both Upton Sinclair and Rosa Parks had a huge impact on American society. Even ^{through} ~~through~~ the difficulties of being just one voice, the magnitude of their voice was heard by all. The progress of consumer protection and civil rights would not have been the same without these two individuals.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing Upton Sinclair's expose of the meatpacking industry and ensuing consumer protection legislation and Rosa Parks' defiance of segregation laws and the integration of public facilities
- Is more analytical than descriptive (*Upton Sinclair and consumer protection*: at a time when big business was boss, it was extremely difficult to stand up to the economic giants; many industries had few government restraints or none at all, allowing them to carry out corrupt practices; this was a major step in the Progressive Movement to protect consumers and provide the federal government with increased power to regulate big business; it reduced the power of monopolies and trusts over the American economy; *Rosa Parks and civil rights*: Rosa Parks faced the hateful and often violent era of racism and segregation; her simple, nonviolent and even polite attitude to being arrested by police showed many the true ugliness of racial segregation; the injustice of the jailing of Rosa Parks for refusing the bus driver's demands inspired people across the nation; this was a great victory for the young civil rights movement, showing that through the actions of individuals, the unjust policies of segregation could be defeated)
- Richly supports the theme with relevant facts, examples, and details (*Upton Sinclair and consumer protection*: extremely unsanitary conditions; muckraker; *The Jungle*; President Theodore Roosevelt; Meat Inspection Act; inspected by federal agents; *Rosa Parks and civil rights*: *Plessy v. Ferguson*; separate but equal; member of NAACP; Martin Luther King Jr.; Montgomery bus boycott; SCLC; Civil Rights Act of 1964)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that applauds individual initiative in promoting vast change

Conclusion: Overall, the response fits the criteria for Level 5. The insightful analysis, particularly in the section on Rosa Parks, demonstrates a sophisticated understanding of two important eras in United States history. The theme of individuals standing up to entrenched power is evident throughout and further strengthens the response.

The United States is a very dynamic nation that has experienced a wide variety of changes in its short history. While many changes have occurred as a result of presidential decisions, it is important to realize that individuals other than presidents have made very significant decisions that have caused change in America. Two of these individuals are Upton Sinclair and Henry Ford.

The muckraker Upton Sinclair played a vital role in the Progressive Era of American history. The Progressive Era was a time during the early twentieth century in which individuals in America sought to bring about change in American society. Common goals included getting prohibition legislation passed, promoting labor unions, improving working conditions, mandating working hours, and exposing unfair business practices. Upton Sinclair, a socialist, focused on exposing the poor conditions of immigrant workers in the meat packing industry. He wrote a shocking book called The Jungle in which he described the unsanitary conditions at meatpacking plants to an unsuspecting public. He exposed how the conditions under which meat was processed and packed could pose possible health risks. At the time, safety of consumer goods was not strongly regulated by the government. Upton Sinclair's book became highly popular and resulted in a questioning of the government's role in regulating the safety of consumer goods and how food is processed in factories. Individuals in American society began to feel that more should be done. Congress decided to pass new progressive legislation dealing with this issue. After reading The Jungle, President Roosevelt pushed for a meat inspection Act. Congress was also inspired by Sinclair's book to pass the Pure Food and Drug Act. This act and many others regulated the way in which food could be shipped and the conditions under which food could be shipped and the conditions under which food and medications could be handled and labeled. So, not only did people assume a questioning view of the safety of

their food they began to ask the government to take action to protect them and legislation was achieved as well.

Henry Ford's actions in the automobile industry played a major role in changing both the American economy and society as a whole. Automobiles were fairly new technology during the early twentieth century but swiftly gained popularity. The United States was a place where most people lived in or very near cities so that they could easily access places of employment, schools, churches and stores. Automobiles allowed for individuals to travel larger distances easier and thus lead to a transportation revolution in which people began moving into the suburbs where they could escape crowded city life but still be able to access cities by vehicle. Henry Ford helped make this era possible by developing automobile factories during the 1920s that applied a method known as the assembly line. The assembly line allows workers in a factory to continually commit the same work on a product as the products move down the line. By doing this, one person does not have to create an entire product on their own. Mass production techniques introduced by Ford are used in many consumer industries thus improving the standard of living for average Americans. Henry Ford's ideas increased efficiency and soon hundreds of cars could easily be manufactured in a short period of time. Combined with very affordable prices, automobiles became highly popular and eventually even came to be known as a necessity. Henry Ford's aid in the automobile industry resulted in a wide variety of change to American society. People began taking leisurely rides around town and could take vacations away from home with greater ease. People began living in suburbs and became employed in jobs they could drive to. With the development of trucks, transportation of goods was revolutionized. Goods could be transported from factories to stores in more areas. Even today, the trucking industry is the major way of moving goods along interstate highways. If it hadn't

Anchor Paper – Thematic Essay—Level 5 – B

been for Henry Ford automobiles would not have become an importance to society as quickly. There were of course negative impacts such as fatalities and injuries from automobile accidents and an increase in pollution and global warming.

Presidents alone do not hold the influence necessary to change all aspects of society that are in need of change. If it hadn't been for such individuals as Upton Sinclair and Henry Ford America would certainly be a less dynamic nation.

Anchor Level 5-B**The response:**

- Thoroughly develops all aspects of the task evenly and in depth by discussing how Upton Sinclair's book prompted the government to take a greater role in regulating industry, and how Henry Ford's use of the assembly line revolutionized both the automobile industry and American culture
- Is more analytical than descriptive (*Upton Sinclair and consumer protection*: shocking book, *The Jungle*, described the unsanitary conditions at meatpacking plants to an unsuspecting public; at the time, the safety of consumer goods was not strongly regulated by the government; book became highly popular and resulted in a questioning of the government's role in regulating the safety of consumer goods; people assumed a questioning view of the safety of their food and began to ask the government to take action to protect them; *Henry Ford and the automobile industry*: Henry Ford helped make this era possible by developing automobile factories during the 1920s that applied a method known as the assembly line; mass production techniques introduced by Ford are used in many consumer industries, thus improving the standard of living for average Americans; automobiles became highly popular and eventually even became a necessity; if it had not been for Henry Ford, automobiles would not have become as important to society so quickly)
- Richly supports the theme with relevant facts, examples, and details (*Upton Sinclair and consumer protection*: Progressive Era; socialist; President Theodore Roosevelt; Meat Inspection Act; Pure Food and Drug Act; *Henry Ford and the automobile industry*: transportation revolution; suburbs; trucking industry; interstate highways; fatalities; pollution; global warming)
- Demonstrates a logical and clear plan of organization; includes an introduction and conclusion that essentially restate the theme but also note the dynamic impact of individuals like Sinclair and Ford on the nation's short history

Conclusion: Overall, the response fits the criteria for Level 5. The analysis and rich detail reveal an understanding of how the economic role of the federal government and American culture was changed by the work of Upton Sinclair and Henry Ford. The discussion of both positive and negative changes resulting from mass production of the automobile enhances the response.

Throughout United States history, individuals, other than presidents, have played significant roles in changing the nation's economy, government, or society. Such individuals include Upton Sinclair, and his contribution to consumer protection, and Margaret Sanger and her work in reproductive rights.

In the early twentieth century with his book The Jungle, the muckraker Upton Sinclair brought about significant improvements in consumer protection in his book, which was meant to be propaganda supporting a socialist government in the United States, exposed the corruption and malpractices in the meat-packing industry. Rather than converting the Democratic government of the United States to a Socialist one, Upton Sinclair's The Jungle brought about new laws and reforms protecting consumers from the malpractices of industries, such as federal inspection of the meat packing industry, as well as a push for new safety laws and regulations protecting the workers in these industries. With the publication of his book, Upton Sinclair ensured that no longer would consumers be purchasing rotten, contaminated or unsafe products, and factory workers were provided with safer working conditions.

Another individual of the early 20th century who brought about significant changes in the American way of life was Margaret Sanger. Not only was she not a president, but she was a formally educated woman, a rarity of her time. She was also more concerned with controlling pregnancy than getting the vote, which was a major focus for women of that time. Formally educated and trained as a nurse, she moved to New York City and began working with urban women, and established a clinic for the poor. Margaret Sanger provided informational pamphlets to women about the dangers of pregnancies as well as information on birth control. At the time, girls were encouraged

to marry young, and reproduce as many children as they could, because more children meant more able bodies to work and bring home money. Aware of the dangers of multiple pregnancies, Margaret Sanger mailed pamphlets and other informational materials to women of all ages about these dangers as well as ways of safely preventing pregnancies and diseases. Due to the "graphic" nature of these materials, Margaret Sanger was arrested for the distribution of "pornography" through the federal mail system. None-the-less, she provided women with crucial information to their health and safety. This was the beginning of reproductive rights and an organization now known as Planned Parenthood that continues to help pregnant women today. She provided "the birth", so to speak, of things such as birth control, contraceptives such as the pill, and the idea of "safe sex."

There have been many people throughout American history who played significant roles in changing the American economy, government, and/or society. Many of these people, have been individuals other than presidents. These people have not only played roles in improving the lives of future Americans, but also serve as proof that one does not have to be president, or even a high ranking government official, to make significant changes.

Anchor Level 4-A

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing Margaret Sanger's work to educate women about reproductive rights more thoroughly than Upton Sinclair's expose of conditions in the meatpacking industry and subsequent consumer protection
- Is both descriptive and analytical (*Upton Sinclair and consumer protection*: in his book, which was meant to be propaganda supporting a socialist government in the United States, he exposed the corruption and malpractices in the meatpacking industry; rather than converting the democratic government of the United States to a socialist one, *The Jungle* brought about new laws and reforms protecting consumers from the malpractices of industries; ensured that consumers would no longer be purchasing rotten, contaminated, or unsafe products; *Margaret Sanger and reproductive rights*: more concerned with controlling pregnancy than getting the vote; provided informational pamphlets to women about the dangers of pregnancies as well as information on birth control; provided women with crucial information for their health and safety; this was the beginning of reproductive rights and an organization now known as Planned Parenthood which continues to help pregnant women today)
- Supports the theme with relevant facts, examples, and details (*Upton Sinclair and consumer protection*: muckraker ; federal inspection; *Margaret Sanger and reproductive rights*: trained as a nurse; New York City clinic for the poor; arrested for distribution of pornography through the federal mail system; the pill; "safe sex")
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that acknowledges that people do not need to have a high rank to change society

Conclusion: Overall, the response fits the criteria for Level 4. The discussion of Upton Sinclair and consumer protection fails to examine the changes resulting from publication of *The Jungle* fully. However, the impact of Margaret Sanger's work is clearly demonstrated with ample detail, thorough description, and strong analysis.

Change is a necessary part of progression. There are always problems in the world that need to be fixed, and luckily, there are usually people willing to work to fix them. Our country's government is wonderful b/c of its democratic ideals which allow individuals not involved in politics to make a significant impact on our society. The "muckrakers" of the 20th century are just these kinds of people. People like Upton Sinclair and Jacob Riis opened people's eyes with their books and forced society and the government to act.

The muckrakers were a group of journalists and writers who exposed corruption in government and business, the unequal sharing of wealth in America and other unfair practices. Some criticized these people for their bitterly truthful works, but many more responded in a different way. Many people read works by ^{the} muckrakers and for the first time, realized that something was drastically wrong w/their society and that something had to be done to change it. Jacob Riis published a book called How the Other Half Lives. It was revolutionary in two distinct ways. First, it contained pictures and was one of the first photojournalistic pieces published. It opened the gate for other writers to use photos to emphasize their point. More importantly, the book showed the conditions many people were living in ⁱⁿ the cities. There were pictures of one-room, windowless apartments where whole families lived. It slowly detailed all the disturbing aspects of tenement life. People had taken to ignoring the problems associated w/the poor. Now, they were forced to remember them. The reaction to Riis's book was ~~a~~ quick. Society took another look at itself and realized something had to be done. Individuals began doing

community service and the settlement house movement intensified helping poor immigrants and city dwellers with educational programs and health services. City politicians also began to enact laws and programs to aid the poor. But Riis's book still plays a part in affecting our nation. For a long time in America, ideas like social darwinism and fierce capitalism were seen as good and many did not empathize w/ the ~~poor~~ ^{poor} person. Riis's book, among a multitude of other factors, helped change this selfish view into a society that slightly, although still not nearly enough, does believe it has a social duty to help others. We need another person in our modern society like Jacob Riis to shake people's consciences.

Upton Sinclair published The Jungle in the same Progressive Era as Riis published his book. The Jungle exposed the disgusting conditions of the meat-packing industry, like poisoned sausage. His book was read by thousands, including President Teddy Roosevelt. Roosevelt is said to have been horrified after reading it. Many still read Sinclair's work and some are even convinced to become vegetarians after they finished.

Sinclair's work had almost immediate effects. Even the national government was spurred into action. The Pure Food and Drug Act and the Meat Inspection Act were passed quickly. Both dealt with cleaning up the food industry and ensuring healthier conditions. The government was forced to ~~intervene~~ intervene again, even though our early beliefs had been that this was unnecessary. Thanks to Freedom of Speech promised in the Bill

of Rights, Upton Sinclair was able to change an entire industry forever, and had two congressional acts passed.

Many people get easily discouraged these days, believing they will never be able to make a difference. But it has been people throughout history that have made the world better or worse. Obviously they couldn't all be presidents. Upton Sinclair and Jacob Riis are a testament to the fact that if you have a goal and work to achieve it, you can change anything. We need people who are willing to talk about ~~it~~ the unattractive and unpopular subjects. We need people who are willing to take criticism for their actions b/c we need change.

Anchor Level 4-B

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing Jacob Riis' photojournalism and its effect on urban life more thoroughly than Upton Sinclair's novel and increased consumer protection
- Is both analytical and descriptive (*Jacob Riis and urban life*: muckrakers were a group of journalists and writers who exposed corruption in government and business, the unequal sharing of wealth in America, and other unfair practices; book was revolutionary in two distinct ways because it contained pictures and was one of the first photojournalistic pieces published; opened the gate for other writers to use photos to emphasize their point; the book showed the conditions many people were living in; ideas like Social Darwinism and fierce capitalism were seen as good and many did not empathize with the poor; Riis' book helped change this selfish view; *Upton Sinclair and consumer protection: The Jungle* exposed the disgusting conditions of the meatpacking industry like poisoned sausage; Sinclair's work had almost immediate effects; the government was forced to intervene in business again, even though early beliefs had been that this was unnecessary)
- Supports the theme with relevant facts, examples, and details (*Jacob Riis and urban life: How the Other Half Lives*; one room, windowless apartments; disturbing aspects of tenement life; settlement house movement; sanitation laws; *Upton Sinclair and consumer protection: President Theodore Roosevelt; Pure Food and Drug Act; Meat Inspection Act*)
- Demonstrates a logical and clear plan of organization; includes an introduction that connects both individuals with their important contributions and a conclusion that highlights the willingness of individuals to work for positive change in society

Conclusion: Overall, the response fits the criteria for Level 4. Although the response is more fully developed for Jacob Riis than for Upton Sinclair, it connects these muckrakers to the larger historical themes of democracy and unequal distribution of wealth during the era. The discussion of changing attitudes toward capitalism and Social Darwinism is particularly good.

The government of the United States is supposed to be a representation of the people. Therefore, one man cannot display the feelings of an entire nation. ~~Q~~ Though the president tries to govern the best he can, at times others have needed to step in to create further improvements. Two men who have succeeded in progressing the nation without the use of executive power are Alexander Hamilton and Henry Clay. These men worked to stabilize a nation at times when the President could not.

Alexander left a huge impact on America by ^{a blueprint for} creating its economy while the nation was young. He believed in the power of the Federal government and often used the necessary and proper clause in order to complete what he believed was right. Hamilton published his Report on Manufacturing, which gave his opinion on how industrialization would affect the United States. However, his most important contribution was through Hamilton's Financial Plan. This ~~represented~~ blueprint for America's economy set up a national banking system, succeeded in paying off debts, and

established a working taxation system. He was both revered and criticized for his additions to American policy, but he was greatly admired by George Washington, who trusted Hamilton's advice and appointed him as the first Secretary of the Treasury.

Henry Clay earned his reputation as "The Great Compromiser" by fulfilling that cherished title. His career is identified with conservative moderation, his only hint of scandal being the incident of the corrupt bargain during the election of 1824. One of his most well known middle-ground achievements came with the Missouri Compromise. This ~~part~~ pact allowed for a semi-permanent resolution to the spread of slavery in the United States. It allowed victories for both the slave and free states while also initiating the use of popular sovereignty. The Compromise was later found unconstitutional in the Dred Scott case, but the agreement had provided a simple answer to a heavily fought over topic, thereby preventing ~~the~~ harsher hostility.

These two men—both distinguished

and honored men of their time - contributed enormously to the future of America. Without holding executive office, they succeeded in ~~providing~~ changing America's history.

Anchor Level 3-A

The response:

- Develops some aspects of the task in some depth by discussing actions taken by Alexander Hamilton in improving the United States economy and by Henry Clay in negotiating sectional compromises and develops some aspects with little depth by mentioning changes resulting from these actions
- Is both descriptive and analytical (*Alexander Hamilton and the establishment of the economy*: left a huge impact on America by creating a blueprint for its economy while the nation was young; led to a blueprint for America's economy with a national banking system, paying off debts, and a working taxation system; *Henry Clay and sectional compromises*: one of his most well known middle-ground achievements came with the Missouri Compromise; allowed for a semi-permanent resolution to the spread of slavery; the compromise was later found unconstitutional in the Dred Scott case, but the agreement had provided a simple answer to a heavily fought-over topic thereby preventing harsher hostility)
- Includes some relevant facts, examples, and details (*Alexander Hamilton and the establishment of the economy*: used the necessary and proper clause; Report on Manufacturing; financial plan; George Washington; Secretary of the Treasury; *Henry Clay and sectional compromise*: "The Great Compromiser;" corrupt bargain during the election of 1824); includes a minor inaccuracy (*Henry Clay and sectional compromise*: initiating the use of popular sovereignty)
- Demonstrates a satisfactory plan of organization; includes an introduction that cites the importance of others in the government beside the president and a conclusion that characterizes the individuals as distinguished and honored

Conclusion: Overall, the response fits the criteria for Level 3. The response demonstrates knowledge of events and influential leaders during the early republic. Although the response fails to discuss a second change for Henry Clay, it provides rich historical detail for much of the task.

Throughout history, many individuals have taken action to change or improve the society that they lived in. They have played significant roles in changing the nation's government and society. Through the civil rights movement led by Martin Luther King Jr. in the 1960s and ^{the} literature that exposed the negative conditions in society, reflected the actions certain individuals ^{took} would take change the world they lived in.

During the 1960s, many states in the country were segregated. Numerous signs labeled "COLORED ONLY" or "WHITES ONLY" populated many southern streets. It was highly unusual for even a black person to drink out of the same water fountain as a white person. A prominent and eloquent leader, Martin Luther King, strongly believed that this racial separation needed to be stopped.

Through civil disobedience, Martin Luther King led several marches to fight for the rights and freedom of African Americans. Despite the fact that rocks were thrown at

him and his fellow peers were being beaten by police, he did not give up. Martin Luther King Jr. boycotted buses and marched to Washington D.C. for his freedom. As a result, Lyndon Johnson signed a bill acknowledging the civil rights guaranteed for African Americans. Blacks were now integrated with white students at school and stores were no longer segregated.

Although African Americans had much more rights than they did before, Martin Luther King Jr. racism still exists. The degree to which it was has lessened throughout the years.

Through literature, Upton Sinclair has exposed the unsanitary conditions of society in the meatpacking industry. Through *The Jungle*, he has revealed the gruesome detailed methods of how meat is stored in factories. This brought out a wide-range of awareness to the public.

Numerous individuals had no idea of what was going on in their own areas.

Through Upton Sinclair's work, it reflects the change needed in society. As a result of his literature, a meatpacking act was passed to inspect the pieces of meat before storing them and putting them on the shelves of stores. This evoked a sense of relief to the public. It ensured them that the meat that they were consuming was not contaminated in any way.

Both Martin Luther King Jr. and Upton Sinclair dramatically changed society. The ^{civil} rights of African Americans were ensured due to the actions of Martin Luther King and meat produced for the public was carefully packed and secured. This although their actions did not end the negative conditions in society, it drastically limited them during their time.

Anchor Level 3-B

The response:

- Develops some aspects of the task in some depth by discussing Martin Luther King Jr.'s challenges to segregation and Upton Sinclair's novel about the meatpacking industry and food inspection
- Is more descriptive than analytical (*Martin Luther King Jr. and civil rights*: Martin Luther King led several marches to fight for the rights and freedoms of African Americans; Lyndon Johnson signed a bill acknowledging the civil rights guaranteed for African Americans; although African Americans had more rights than they did before Martin Luther King Jr., racism still exists; *Upton Sinclair and consumer protection*: through *The Jungle*, he revealed the gruesome detailed methods of how meat was stored in factories; a meatpacking act was passed to inspect the pieces of meat)
- Includes some relevant facts, examples, and details (*Martin Luther King Jr. and civil rights*: "colored only" or "whites only" signs; civil disobedience; march to Washington, D.C.; *Upton Sinclair and consumer protection*: unsanitary conditions)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that concedes all the negative conditions in society have not been eliminated

Conclusion: Overall, the response fits the criteria for Level 3. Dr. King's struggle against segregation is clearly illustrated and the changes that ensued are briefly discussed. However, the abbreviated discussion of change as a result of Upton Sinclair's action limits the overall response.

THOUGH IT IS USUALLY THE PRESIDENT THAT PLAYS THE MOST SIGNIFICANT ROLES IN THE ECONOMY, GOVERNMENT, AND SOCIETY OF THE UNITED STATES, AT TIMES OTHER PEOPLE HAVE PLAYED MAJOR ROLES THROUGH OUR BRIEF HISTORY. TWO SUCH DARING INDIVIDUALS WERE ANDREW CARNEGIE AND HENRY FORD. CARNEGIE'S ROLE WAS IN INDUSTRIALIZATION AND FORD'S ROLE WAS IN THE AUTOMOBILE INDUSTRY.

ANDREW CARNEGIE CAME TO THIS COUNTRY AS A POOR IRISH IMMIGRANT YET WHEN HE DIED HE WAS ONE OF THE WEALTHIEST AND MOST PROMINENT FIGURES IN OUR COUNTRY. HE HAD ALSO CHANGED AMERICAN ECONOMICS FOREVER. ANDREW CARNEGIE WAS A GREAT AND POWERFUL BUSINESSMAN, AND LIKE MANY OF HIS TIME CREATED VAST ECONOMIC EMPIRES. HE CREATED A MONOPOLY IN THE STEEL INDUSTRY, MEANING HE OWNED EVERY ASPECT OF IT FROM WHERE THEY GOT RAW MATERIALS TO TRANSPORTATION TO PROCESSING PLANTS AND SO ON. THIS OF COURSE ALLOWED HIM TO CRUSH COMPETITION, MAKING IT SO THAT IF YOU ^{WORKED IN THE STEEL INDUSTRY YOU} WORKED FOR CARNEGIE IN SOME WAY, SHAPE OR FORM. BECAUSE OF PEOPLE LIKE HIM THERE WAS A SHIFT IN THE AMERICAN ECONOMY, IT BECAME INDUSTRIALIZED, MORE AND MORE AMERICANS BEGAN TO WORK IN FACTORIES, CAUSING, ALSO, MASSIVE INDUSTRIALIZATION.

BEYOND THAT HE CAUSED THE ECONOMY TO BECOME BASED ON INDUSTRY, THE RAILROAD WAS ONE INDUSTRY THAT DEPENDS ON STEEL.

HENRY FORD WAS ANOTHER IMPORTANT FIGURE IN THE DEVELOPMENT OF THE ECONOMY OF THE UNITED STATES, AND, ~~THOUGH~~ HE WASN'T PRESIDENT, NOR A POLITICIAN FOR THAT MATTER, HE CHANGED IT FOREVER. IN THE EARLY PART OF THE TWENTIETH CENTURY MORE AND MORE PEOPLE BOUGHT CARS, HOWEVER THEY STILL MAINLY WERE WEALTHY. ORIGINALLY FORD WORKED FOR CADILLAC, BUT SOME TIME IN THE ~~EARLY~~ ^{LATER} HALF OF THE FIRST DECADE OF THE TWENTIETH CENTURY HE SPLIT FROM CADILLAC TO FORM HIS OWN COMPANY CALLED FORD BUT INSTEAD OF DOING THE SAME OLD ROUTINE, WHICH WAS TO MAKE EACH CAR ONE-BY-ONE, HE TOOK A DIFFERENT APPROACH. THIS CALLED THE ASSEMBLY LINE, AND IT CHANGED INDUSTRY FOR EVER. THIS ALLOWED MASS ~~QUANTITIES~~ ^{QUANTITIES} OF CARS TO BE PRODUCED QUICKLY AND CHEAPLY. AROUND THE TIME OF THE FIRST WORLD WAR MORE AMERICANS DROVE A FORD BECAUSE NOW MORE PEOPLE COULD BUY A CAR, BECAUSE FORD SOLD THEM CHEAPLY. THE ASSEMBLY LINE SOON SPREAD TO OTHER CAR-MAKERS, AND SOON THE AUTOMOBILE BECAME THE BASIS OF THE AMERICAN ECONOMY, AND REMAINS SO TODAY.

IT IS NOT ALWAYS THE PRESIDENT THAT HOLDS THE

MOST POWER IN THE UNITED STATES. RATHER, THAT SPOT IS
OFTEN FILLED BY INDIVIDUALS, INDIVIDUALS, THAT CHANGE
THE GOVERNMENT, SOCIETY AND ECONOMY. BOTH CARNEGIE
AND FORD REVOLUTIONIZED AND CHANGED THE ECONOMY
WITHOUT ~~THE~~ ^{EVER} BEING ELECTED PRESIDENTS.

Anchor Level 3-C

The response:

- Develops all aspects of the task by discussing the actions of Andrew Carnegie in industrialization and Henry Ford in the automobile industry in some depth and developing the changes that resulted from each individual's actions in little depth
- Is more descriptive than analytical (*Andrew Carnegie and industrialization*: he created a monopoly in the steel industry; more and more Americans began to work in factories; the railroad was one industry that depended on steel; *Henry Ford and the automobile industry*: instead of doing the same old routine which was to make each car one by one, he took a different approach; this allowed mass quantities of cars to be produced quickly)
- Includes some relevant facts, examples, and details (*Andrew Carnegie and industrialization*: poor immigrant; owned every aspect of the steel industry; crushed competition; *Henry Ford and the automobile industry*: split from Cadillac; assembly line; around the time of the first World War more Americans drove a Ford; Ford sold them cheaply); includes a minor inaccuracy (*Andrew Carnegie and industrialization*: Irish immigrant)
- Demonstrates a satisfactory plan of organization; includes an introduction that labels the individuals as daring and a conclusion that connects both men to economic revolution

Conclusion: Overall, the response fits the criteria for Level 3. The response briefly mentions important changes to the American economic system, but fails to elaborate on them. However, the response demonstrates an understanding of the actions taken to establish monopolies in two giant industries.

Often times major reform sparks from influential people not in political office. These individuals can call attention to a problem or even be a welcomed solution. ~~As an example~~ Two such individuals are Jacob Riis, whose photography expose poor immigrant life ^{to the government and wealthy} and Martin Luther King Jr., whose speeches on protests called for extreme racial reform.

In the early 20th century tens of thousands of immigrants funneled through Ellis Island and other immigration centers in search of a better life. Unfortunately, arriving with nothing more than a few dollars coupled with the employment opportunities in industry, many of these people remained down trodden. Jacob Riis offered these lower classes help in an innovative way. Utilizing his camera, he set out on a mission to capture images of life in urban centers where immigrants first settled. What he exposed was unprecedented poverty, suffering and overcrowdedness in much of lower

Manhattan and ~~the~~ other boroughs. The wealthy as well as political figures were shocked at many of his images. This prompted momentous reforms, advocating higher wages, better sanitation and solutions to overcrowding by way of new development and eventually immigration quotas. Riis' uncovering of the plight of the poor changed the way America viewed these minority groups ~~and~~ for the better.

Another person who brought about significant reform was Martin Luther King Jr. His organization of civil rights organizations and the march on Washington sent up a red flag that the entire African American community wanted change now. In particular his "I have a dream" speech left a lasting impression on all Americans, especially law making politicians and judges. Reform quickly followed in favor of civil rights and slowly blacks were to be seen

as social equals with the whites;
Martin Luther King Jr's public speeches
and marches were effective grass roots
factors that made his cause
a success.

It is clear that just because
someone does not have political office,
doesn't mean they can't bring about
change and affect an entire
sector of the population. Both Jacob
Riis and Martin Luther King Jr were
able to realize their vision and open
the eyes of others through an open
expression of their sentiments.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task by discussing Jacob Riis and urban life and Martin Luther King Jr. and civil rights
- Is primarily descriptive (*Jacob Riis and urban life*: arriving with nothing more than a few dollars, immigrants remained downtrodden; utilizing his camera, he set out on a mission to capture images of life in urban centers; this prompted momentous reforms; *Martin Luther King Jr. and civil rights*: “I Have a Dream” speech left a lasting impression on all Americans; reform quickly followed in favor of civil rights); includes isolated analysis (*Jacob Riis and urban life*: prompted reforms, advocating higher wages, better sanitation, and eventually immigration quotas); includes faulty analysis (*Jacob Riis and urban life*: Riis’ uncovering of the plight of the poor changed the way Americans viewed these minority groups for the better; *Martin Luther King Jr. and civil rights*: slowly blacks were to be seen as social equals with the whites)
- Includes few relevant facts, examples, and details (*Jacob Riis and urban life*: early 20th century immigrants; Ellis Island; *Martin Luther King Jr. and civil rights*: March on Washington; grass roots tactics)
- Demonstrates a general plan of organization; includes an introduction stating the action taken by each individual and a conclusion that recognizes that individuals do not have to hold political office to contribute to society

Conclusion: Overall, the response fits the criteria for Level 2. Although hinting at important concepts such as conditions faced by new immigrants, the response fails to develop the task in any meaningful way. The response is further weakened by isolated and faulty overgeneralizations about the ethnic and racial attitudes of Americans.

~~Although it may seem that the president of a country has the most influence,~~

Throughout the course of human life we are influenced by a great deal of things. Perhaps the most influential thing for humans is, however, other humans. Many people in history have worked hard to make society better for all individuals. One person who helped make the world a better place was Upton Sinclair. Another person who made great changes in society was Henry Ford. ~~Upton Sinclair and Henry Ford,~~ ~~may not have been president but they still did their part in truly making the society and the world we lived in a better place.~~

The food industry was not always the most sanitary industry there was. At one point, it was so bad, that many people were getting very sick from the unsanitary condition of the meat packing industry. This is where Upton Sinclair stepped in. He wasn't a president, he was

just an individual that wanted to change things and make them better for people. Upton Sinclair wrote a book called "The Jungle". In this book, he detailed the horrors of the meat packing industry which included things like meat being thrown on the floor and getting rat poison mixed in. Thanks to this book, people were able to see what really went on and the meat packing industry was forced to make changes. Thanks to Upton Sinclair, the food industry is now much safer, and the world was a better place.

The automobile industry ~~was~~ is one of the most popular industries that exists today. However, if it was not for a man named Henry Ford, ~~the industry~~ the industry might be ~~nowhere~~ nowhere near advanced as it is today. Henry Ford created the assembly line. This is where a product is made piece by piece by a long line of workers. This product allowed for incredibly fast production and led to mass production.

Not only was the assembly line good for the automobile industry but it's also good for just about anything else. In fact, assembly lines are seen in almost every factory that exists today. Thanks to Henry Ford, mass ~~production~~ and speedy production has truly changed society for the better.

An individual does not have to be a president to make significant changes. Thanks to Upton Sinclair and his book, there is a great deal of consumer protection laws all there to help protect people. Thanks to Henry Ford and his assembly line, the automobile industry along with others have truly changed for the better. People like Upton Sinclair and Henry Ford are what ~~make~~ make America the great country it is.

Anchor Level 2-B

The response:

- Develops some aspects of the task but does so unevenly by discussing the actions of Upton Sinclair for consumer protection and Henry Ford in the automobile industry more thoroughly than a change for each individual
- Is primarily descriptive (*Upton Sinclair and consumer protection*: detailed the horrors of the meatpacking industry; the people were able to see what really went on; there are many consumer protection laws; *Henry Ford and the automobile industry*: a product is made piece by piece by a long line of workers; assembly lines are seen in almost every factory that exists today)
- Includes few relevant facts, examples, and details (*Upton Sinclair and consumer protection*: unsanitary conditions; *The Jungle*; meat being thrown on the floor and getting rat poison thrown in; *Henry Ford and the automobile industry*: mass production); includes an inaccuracy (*Henry Ford and the automobile industry*: Henry Ford created the assembly line)
- Demonstrates a general plan of organization; includes an introduction and conclusion that make reference to private citizens improving society

Conclusion: Overall, the response fits the criteria for Level 2. The response contains descriptions of the meatpacking factories and the assembly line that show some understanding of industrial conditions. However, it includes several simplistic and overgeneralized statements that lack specific information.

Individuals have helped change the United States. They have brought great changes. These individuals were not Presidents, making their changes even greater. Two individuals that played a significant role in changing the nation were Martin Luther King Jr. and Susan B. Anthony.

Martin Luther King Jr. was a black civil rights activist. He wanted to end segregation in the United States. He held a speech telling everyone about segregation and what it is doing to the nation's society. Many people walked to Washington D.C. to hear him give his speech called "I have a dream." Martin Luther King spoke about how much easier it would be if everyone lived in peace.

Many great things came from Martin Luther King Jr.'s actions. Because of his speech, a lot of segregation had stopped. Public places such as restaurants, bathrooms, and communities were no longer "only for blacks" or "only for whites." The nation also celebrates a Martin Luther King Day to celebrate the achievements and actions of Dr. King.

Susan B. Anthony was also an important individual who changed the nation. Susan B. Anthony was a woman who was a women's rights activist. She and many other women led protests and meetings for women's rights to vote, work, and get equal pay as men did. Many people did not want women to have the same rights as men did.

Because of her reform movements, women have gotten the rights they deserve to have. An amendment was passed that

Anchor Paper – Thematic Essay—Level 2 – C

let women have the right to vote. Women now get fair wages like men do and they can work like men.

Martin Luther King Jr. and Susan B. Anthony are only two people that helped change the nation. There are many more people that helped shape the nation to how it is today. Individuals can help make a difference but they do not have to be presidents.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task for Martin Luther King Jr. and civil rights and Susan B. Anthony and women's rights
- Is primarily descriptive (*Martin Luther King Jr. and civil rights*: wanted to end segregation; people walked to Washington, D.C., to hear him give his speech; public places such as restaurants and bathrooms were no longer "only for blacks" or "only for whites"; the nation celebrates Martin Luther King Day; *Susan B. Anthony and women's rights*: led protests and meetings for women's rights to vote, work, and get equal pay as men did; an amendment was passed that women have the right to vote)
- Includes few relevant facts, examples, and details (*Martin Luther King Jr. and civil rights*: "I Have a Dream" speech; *Susan B. Anthony and women's rights*: women's rights activist)
- Demonstrates a general plan of organization; includes an introduction and conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. Although the response includes a description of Dr. King's speech, the remaining tasks are minimally addressed. The lack of detail greatly detracts from the response.

In history there have been many people who have made an impact on the United States. Some of these people include Jacob Riis and Henry Ford. These impacts, whether positive or negative changed how we are today.

Martin Luther King was a black man who lived in Alabama. He wanted equal rights for all races. He went through many methods to get his point and what he felt was right in the open. He staged boycotts and Marches. The most effective was his "I have a dream" speech. King got in front of hundreds of people and basically told them what he wanted to see happen. His speech and words were heard by millions of people. To this day his speech is a sign of hope that one day everyone will live equally.

Another good example of a person who made a good is Upton Sinclair. Upton Sinclair was considered a muckraker of his time. He, like many others, wrote in books what he felt. During Sinclair's time over economy was awful. Food was gross and no one wanted to admit it. Upton Sinclair wanted to expose the horrors of the Meat Packing Industry so he wrote The Jungle. The Jungle wrote about how dirty the workers and factories were. His words and book shocked America.

After King's speech people especially white males realized his words. Today Blacks and whites are created equally. As for Sinclair his book caused the passing of Meat and Cosmetic Act which regulated how meat and other foods and drugs were made. To this day factories are safe.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task by discussing an action taken by Martin Luther King Jr. for civil rights and an action of Upton Sinclair for consumer protection and one resulting change
- Is primarily descriptive (*Martin Luther King Jr. and civil rights*: staged boycotts and marches; speech and words were heard by millions of people; *Upton Sinclair and consumer protection*: wanted to expose the horrors of the meatpacking industry; regulated how meat and other foods and drugs were made); includes faulty analysis (*Martin Luther King Jr.*: today blacks and whites are created equally; *Upton Sinclair and consumer protection*: to this day, factories are safe)
- Includes few relevant facts, examples, and details (*Martin Luther King Jr.*: black man who lived in Alabama; “I Have a Dream” speech; *Upton Sinclair and consumer protection*: muckraker; *The Jungle*); includes an inaccuracy (*Upton Sinclair and consumer protection*: caused the passing of the Meat Drug and Cosmetic Act)
- Demonstrates a plan of organization; includes a weak introduction that identifies individuals not discussed in the remainder of the response and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response discusses two actions with little elaboration or specific detail. Only one legitimate mislabeled change is mentioned for Upton Sinclair. Furthermore, the response includes several oversimplifications.

Throughout United States history, individuals other than presidents have played significant roles in changing the nation economy, government, or society. Two important individuals were Henry Ford and Doctor Martin Luther King Jr. In this essay I'm going to state what Henry Ford did for the history of the United States and what Martin Luther King Jr accomplish.

Henry Ford was one of the first creators of the first automobile. Because of the automobile transportation became easier and trading between a long distance became fast. Henry Ford is my opinion modernize the United States when he created the automobile.

Martin Luther King Jr was

Famous because he fought for the civil rights of ~~the~~ African American during a time of segregation in the United States. Because of speeches Martin Luther King said it opened the eyes of all people making people think that segregation was stupid that all people should be equal no matter what color, race, or ethnicity you are.

That's why I believe that Henry Ford and Martin Luther King Jr. are individuals other than presidents that played a significant role in changing the United States the best way they could.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task by briefly discussing Henry Ford and the automobile industry and Martin Luther King Jr. and civil rights
- Is descriptive (*Henry Ford and the automobile industry*: transportation became easier and trading between long distances became faster; Henry Ford modernized the United States; *Martin Luther King Jr. and civil rights*: fought for the civil rights of African Americans during a time of segregation; because of speeches, Martin Luther King opened the eyes of all people; people should be equal no matter what color, race, or ethnicity you are)
- Includes an inaccuracy (*Henry Ford and the automobile industry*: Henry Ford was one of the first creators of the first automobile)
- Demonstrates a general plan of organization; includes an introduction and conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 1. The response consists mainly of generalizations without supporting examples. Knowledge of the topics is minimal.

Since the beginning of this nation's formation, there has always been certain individuals that stood out among the rest. Their "calling", as some would say, was to venture into areas where others were too timid to go into. They slowly made changes in economic, political, and social aspects of our lives. Martin Luther King Jr and Upton Sinclair are both examples of ordinary people willing to distinguish their lives for a cause. Without them, the nation we live in today would not be what it is now and we might have never prospered and expanded as a whole. Martin Luther King Jr's involvement in civil rights and Upton Sinclair's exposure of corruption in consumer products both assisted in keeping this amazing, world-renowned nation of ours (the United States) in fact intact.

Upton Sinclair would be considered a muckraker of the Progressive Period. Like other muckrakers, he responded to the evils of industrialization, but unlike the rest, his writing prompted reform almost immediately. During T. Roosevelt's administration Sinclair wrote about a book entitled "The Jungle", illustrating the filthy conditions in Chicago's meat-packing industry: rodents were running free and getting put into meat packages accidentally, etc. The consumer had no idea of this and with his book exposing the truth, Upton Sinclair was able to get the attention of the president and the public.

T. Roosevelt read "The Jungle" and after being disgusted by the contents, decided to do something about it. In order to promote consumer

reform, Roosevelt passed the Meat Inspection Act (all meat must be inspected and proven to be sanitary and not out of date) and the Pure Food and Drug Act, requiring testing and labeling of food and drugs. This put many Americans at ease because now they felt ensured that the government was looking after their welfare. The laissez-faire policy of the federal government was further diminished. Had Upton Sinclair not have published his book when he did, one might believe that this type of consumer reform might never have taken place. In fact, the Food and Drug Administration is one of the most influential regulatory agencies today.

Martin Luther King Jr. was a powerful speaker during the civil rights movement. His voice instilled hope in all people—not just blacks who were having their equality limited. Unlike certain others during his time, this founder of SCLC (Southern Christian Leadership Conference) believed that any means for equality could be established through nonviolent action. He used nonviolent protesting, sit-ins, marches (such as the March to Washington), and the Montgomery Bus Boycott as ~~the~~ ways of encouraging equality and voting rights. In his famous March on Washington in 1963 he delivered his "I Have a Dream" speech, eloquently calling for integration. This approach was effective in gaining more support whereas violent action didn't bring many people to the cause because they questioned their reliability.

In response to King's requests and the protesting and nonviolent

action, the movement gained more support and President Lyndon B Johnson passed the Civil Rights Act of 1964 (ending racial discrimination in public facilities), the voting rights act of 1965 (eliminating literacy tests), and the 24th amendment (eliminating the poll tax). Johnson realized their growing impatience - African Americans had been freed exactly 100 years prior, and now in 1965, they still weren't "free." Martin Luther King Jr. did an excellent job of achieving more equality for minorities (they're still ^{not} completely equal today) thus earning himself a lot of recognition during this movement.

Upton Sinclair and Martin Luther King Jr. both had effective ways of promoting societal reform! While one chose to write about it, another decided to take action! The presidents during their times (Roosevelt and Johnson) both saw where they were going and decided that it was best to confront the problem and protect the rights of all citizens. Both Upton Sinclair and Martin Luther King Jr. created public support for important movements that would forever change society.

Martin Luther King Jr and the civil Rights . . .

In the 1960's the African Americans ~~don't~~ lived in a tremendous Kaos because they didn't have the same rights than the white people So Martin Luther King Jr he protested about why the black people doesn't have the same rights he got the support of the black people and they got the respect and the same rights like the ~~white~~ Americans ~~there~~

Cesar Chavez and the immigrant workers ~~Each immigrant~~ Between the years 1970 and 1990 the percent of the immigrants increase in the United States of America most of the citizens don't like the immigrants so the immigrants work in ~~the~~ hard water like the farms but some of the immigrants feel like a slaves so Cesar Chavez protest and support the immigrants for have the same rights ~~like~~ like the Americans

U.S. presidents and other political leaders are not the only people who have tried to bring about change and succeeded. Upton Sinclair and Jacob Riis are two men whose ~~work~~^{work} has changed the working class's lives drastically. Sinclair's novel "The Jungle" showed what really happened inside of Chicago's meat packing industries while Riis's photos and stories showed real life people and the conditions they lived in.

Upton Sinclair's novel, "The Jungle" is a story of a Lithuanian immigrant named Jurgis. When Jurgis first arrived political machines got ahead of him and bought his vote. His wife works under a corrupt boss who expects "gifts" from all her workers. She painted cans; the fumes began to make her sick and she eventually died from the sickness, hunger, and lack of a doctor during childbirth. Inside the meat packing plants Jurgis witnesses what goes into the sausage being made. One passage explains that all scraps are kept in a room for who knows how long. In order to kill that path, the crawl all over it they ~~through~~^{through} food poison on the meat pile. Rusty nails, water leaking through the roof, spit and dead rats are mixed into the pile. When it comes time to make sausage they scoop up everything and cook it. Some of the meat is then priced higher with a sticker placed on it saying it's "special" even though it's the same as everything else. Sinclair's novel shows Jurgis's life from being new to the country to being a worker, a husband, a widow, a member of political machines and then finally a socialist. This novel was then read by Theodore Roosevelt. Roosevelt got the pure food and Drug Act and the Meat Inspection Act passed. These acts attempted to make sure all food

produced was fit for eating. Upton Sinclair's fictional novel opened the upper classes' eyes on what really happened in meat industries and what their everyday life was like for a ~~lot~~ ^{worker in the} meat industry.

Jacob Riis is known for his photos and stories of the urban poor. His works showed dirty, packed and unsafe conditions people had to live in and call their home. His pictures showed big families living in small apartments, sometimes with other families. They showed how packed the houses were together that if one caught on fire others would catch and that people probably had little chance of getting out. Riis's photos and stories showed how poor living conditions were for a few families. In reality these same conditions were everywhere throughout the country for most, if not all, working class people. After Riis's photos and stories were released to the public laws and acts were passed to regulate housing. They made fire escapes mandatory and regulated how they were to be built. Even though Riis's work probably didn't lead to all the laws and acts helping the poor they most likely made people in power realize how bad living conditions were getting.

Upton Sinclair and Jacob Riis are men who brought about change in the lives of the poor. Their works told/showed the truth to people who would never have realized how bad people's lives had gotten and/or would ~~have~~ ^{have} even ^{ever} set foot in the slums. These works are still read/observed today and still shock the readers/observers on what people went through and live in. Their pictures/stories show unrated truth not the water-downed details found in most history books.

The First Person that I choose is
Martin Luther King Jr. because he was
a great ^{priest} pastor and civil rights activist.
He led the segregation at ^{alabama} ~~Atlanta~~. A lot of
black people follow his lead ^{until} city hall.
He talked about ^{the} boycott. How whites
treating black people. ^{then his most} ~~A few~~
famous speech is "I have a dream" speech.
This speech has affected ^{both} sides. That
speech was his last ^{because} ~~speech~~ he was shot
and killed by unknown person. He was person
with good heart and Martin was courageous
person.

The second person that I choose is
Upton Sinclair because
~~he was great person.~~ he was great person.
Sinclair wrote a book and it was sold
to a lot of people. The people really loved
his book. He had a son about the age of
8

Practice Paper A—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing Upton Sinclair’s publication of *The Jungle* and subsequent passage of consumer protection legislation and Martin Luther King Jr.’s use of nonviolent tactics to end segregation
- Is more analytical than descriptive (*Upton Sinclair and consumer protection*: like other muckrakers, he responded to the evils of industrialization, but unlike the rest, his writing prompted reform almost immediately; the laissez-faire policy of the federal government was further diminished; had Upton Sinclair not published his book when he did, one might believe that this type of consumer reform would never have taken place; the Food and Drug Administration is one of the most influential regulatory agencies today; *Martin Luther King Jr. and civil rights*: his voice instilled hope in all people, not just blacks who were having their equality limited; unlike certain others during his time, this founder of the Southern Christian Leadership Conference believed that any means for equality could be established through nonviolent action; President Lyndon B. Johnson realized their growing impatience—African Americans had been freed 100 years prior and still they were not “free”)
- Richly supports the theme with relevant facts, examples, and details (*Upton Sinclair and consumer protection*: Progressive period; Theodore Roosevelt’s administration; Chicago’s meatpacking industry; Meat Inspection Act; Pure Food and Drug Act; *Martin Luther King Jr. and civil rights*: Montgomery bus boycott; March on Washington; Civil Rights Act of 1964; Voting Rights Act of 1965; 24th amendment)
- Demonstrates a logical and clear plan of organization; includes an introduction that notes how change can be generated by ordinary people and a conclusion that credits these individuals with creating public support for movements that would forever change society

Conclusion: Overall, the response fits the criteria for Level 5. The discussion uses considerable detail and thorough analysis to connect the actions of individuals to major changes. The strength of the response lies in the application of content to the two critical periods of reform in United States history.

Practice Paper B—Score Level 0

The response:

Fails to develop the task, referring to the theme in only a general way

Conclusion: The response fits the criteria for level 0. The vague language in the discussion of Martin Luther King Jr. and the civil rights movement contains no specific action or changes. The discussion of Cesar Chavez focuses on immigration, not on migrant workers, and mentions no specific action or changes.

Practice Paper C—Score Level 3

The response:

- Develops all aspects of the task but does so unevenly by discussing the actions of Upton Sinclair and consumer protection and Jacob Riis and urban life more thoroughly than the changes that resulted from their efforts
- Is more descriptive than analytical (*Upton Sinclair and consumer protection*: inside the meatpacking plants, Jurgis witnesses what goes into the sausage being made; these acts attempted to make sure all food produced was fit for eating; *Jacob Riis and urban life*: work showed the dirty, packed, and unsafe conditions people had to live in and call their home; laws and acts were passed to regulate housing)
- Includes some relevant facts, examples, and details (*Upton Sinclair and consumer protection*: Lithuanian immigrant; corrupt boss; socialist; Theodore Roosevelt; Pure Food and Drug Act; Meat Inspection Act; *Jacob Riis and urban life*: known for his photos and stories of the urban poor; mandatory fire escapes)
- Demonstrates a satisfactory plan of organization; includes an introduction and conclusion that recognize the sympathy evoked by both Sinclair and Riis for the working poor and powerless slum dwellers

Conclusion: Overall, the response fits the criteria for Level 3. The response reveals a very strong understanding and knowledge of two landmark works from United States history. However, it lacks focus and provides insufficient discussion of the changes that resulted from the publication of these books.

Practice Paper D—Score Level 1

The response:

- Minimally develops one aspect of the task by describing an action taken by Martin Luther King Jr. for civil rights
- Is descriptive (*Martin Luther King Jr. and civil rights*: he was a great priest and a civil rights activist; a lot of black people followed his lead; he talked about the boycott)
- Includes few relevant facts, examples, and details (*Martin Luther King Jr. and civil rights*: “I Have a Dream” speech); includes some inaccuracies (*Martin Luther King Jr. and civil rights*: he lead the segregation at Alabama; shot and killed by unknown person)
- Demonstrates a weakness in organization; does not clearly identify which action of Dr. King is the focus of the discussion; lacks an introduction and conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response is poorly worded, making it unclear whether the task was understood. The discussion on Upton Sinclair contains no relevant information.

United States History and Government
Part A Specific Rubric
Document-Based Question—June 2008

Document 1

... I [President Abraham Lincoln] would save the Union. I would save it the shortest way under the Constitution. The sooner the national authority can be restored the nearer the Union will be “the Union as it was.” If there be those who would not save the Union unless they could at the same time *save* slavery, I do not agree with them. If there be those who would not save the Union unless they could at the same time *destroy* slavery, I do not agree with them. My paramount [most important] object in this struggle [the Civil War] *is* to save the Union, and is *not* either to save or to destroy slavery. If I could save the Union without freeing *any* slave I would do it, and if I could save it by freeing *all* the slaves I would do it; and if I could save it by freeing some and leaving others alone, I would also do that. What I do about slavery and the colored [African American] race, I do because I believe it helps to save the Union; and what I forbear [refrain from doing], I forbear because I do *not* believe it would help save the Union. I shall do *less* whenever I shall believe what I am doing hurts the cause, and I shall do *more* whenever I shall believe doing more will help the cause. I shall try to correct errors when shown to be errors; and I shall adopt new views so fast as they shall appear to be true views. . . .

Source: Abraham Lincoln to Horace Greeley, *New York Tribune*, August 25, 1862

1 According to this document, what is President Abraham Lincoln’s main objective in fighting the Civil War?

Score of 1:

- States President Lincoln’s main objective in fighting the Civil War as expressed in this document
Examples: save the Union; preserve the Union; restoring national authority

Score of 0:

- Incorrect response
Examples: destroy slavery; save the Union by freeing all slaves; preserve slavery
- Vague response that does not answer the question
Examples: it was the shortest way; to try to correct errors; adopting new views; to get his way
- No response

Document 2

. . . Now, therefore I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion [Civil War] against the authority and government of the United States, and as a fit and necessary war measure for suppressing [stopping] said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first above mentioned, order and designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United States, the following, to wit: . . .

And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States [those states in rebellion], and parts of States, are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons. . . .

Source: Abraham Lincoln, Emancipation Proclamation, January 1, 1863

2 According to this document, what was President Abraham Lincoln hoping to achieve by issuing the Emancipation Proclamation?

Score of 1:

- States what President Lincoln was hoping to achieve by issuing the Emancipation Proclamation
Examples: to suppress/stop the rebellion; to free slaves in rebelling states; to try to end the Civil War

Score of 0:

- Incorrect response
Examples: to free all slaves; to use his power as commander in chief; it would be a reason to declare war; to get power
- Vague response that does not answer the question
Examples: it was a fit and necessary measure; to control freedom; to order/designate states
- No response

Document 3a

Washington, March 26, 1863

Hon. Andrew Johnson

My dear Sir:

I am told you have at least thought of raising a negro [African American] military force. In my opinion the country now needs no specific thing so much as some man of your ability, and position, to go to this work. When I speak of your position, I mean that of an eminent [respected] citizen of a slave-state, and himself a slave-holder. The colored population is the great available, and yet unavailed of, force, for restoring the Union. The bare sight of fifty thousand armed and drilled black soldiers upon the banks of the Mississippi, would end the rebellion at once. And who doubts that we can present that sight if we but take hold in earnest? If you have been thinking of it please do not dismiss the thought.

Yours very truly

A. Lincoln

Source: Abraham Lincoln to Andrew Johnson, March 26, 1863, Abraham Lincoln Papers, Library of Congress

3a According to this document, what role did Abraham Lincoln think African Americans could play in restoring the Union?

Score of 1:

- States a role Abraham Lincoln thought African Americans could play in restoring the Union
Examples: they could fight for the Union; African Americans could serve as soldiers in our military; the sight of 50,000 armed and drilled black soldiers upon the banks of the Mississippi could end the war; it could scare the South into ending their rebellion

Score of 0:

- Incorrect response
Examples: citizens of slave states could join the army; Johnson could be their leader; there were more African Americans than whites
- Vague response that does not answer the question
Examples: the country needs Andrew Johnson; they would present a sight; Mississippi was important; an important role
- No response

Document 3b

. . . By the end of the Civil War, roughly 179,000 black men (10% of the Union Army) served as soldiers in the U.S. Army and another 19,000 served in the Navy. Nearly 40,000 black soldiers died over the course of the war—30,000 of infection or disease. Black soldiers served in artillery and infantry and performed all noncombat support functions that sustain an army, as well. Black carpenters, chaplains, cooks, guards, laborers, nurses, scouts, spies, steamboat pilots, surgeons, and teamsters also contributed to the war cause. There were nearly 80 black commissioned officers. Black women, who could not formally join the Army, nonetheless served as nurses, spies, and scouts, the most famous being Harriet Tubman, who scouted for the 2nd South Carolina Volunteers. . . .

Source: "The Fight for Equal Rights: Black Soldiers in the Civil War," National Archives & Records Administration

3b Based on this document, state *one* contribution made by African Americans to the war effort.

Score of 1:

- States a contribution made by African Americans to the war effort
Examples: black men made up 10 per cent of the Union Army; 19,000 served in the navy; served in the artillery and infantry; some blacks became military officers; they performed noncombat support functions: carpenters/chaplains/cooks/guards/laborers; black women were nurses/spies/scouts; they served as soldiers

Score of 0:

- Incorrect response
Examples: infection/disease kept African Americans out of the navy; black women could not join the army; African Americans could not become officers
- Vague response that does not answer the question
Examples: they contributed; they died; they became famous; Harriet Tubman
- No response

Document 4

By June 1932, a large group of World War I veterans had gathered in Washington, D.C., to demand the bonus they had been promised for serving their country. These veterans were known as the Bonus Expeditionary Force (B. E. F.) or Bonus Army. The B. E. F. wanted the bonus early as a form of Depression relief.

Last week the House of Representatives surrendered to the siege of the Bonus Expeditionary Force encamped near the Capitol. It voted (226-to-175) to take up the bill by Texas' [Congressman] Patman for immediate cashing of Adjusted Service Compensation certificates at a cost of \$2,400,000,000 in printing-press money. This first test of the Bonus boosters' strength indicated that the House would probably pass the Patman bill and send it to the Senate. In that body 56 Senators—a majority—were said to be lined up against the Bonus. But even should the measure somehow get by Congress an insurmountable veto awaited it at the White House.

Largely ignorant of legislative processes, the B. E. F., bivouacked [camped] some 15,000 strong on the Anacostia mudflats, was delirious with delight at its House victory. Its tattered personnel, destitute veterans who had "bummed" their way to the Capital from all over the country, whooped and pranced about among their crude shelters. Most of them had left hungry wives and children behind. They had gone to Washington because, long jobless, they had nothing better to do. In camp with their A. E. F. [American Expeditionary Force] fellows again, they seemed to have revived the old ganging spirit of Army days as an escape from reality. They convinced themselves that they were there to right some vague wrong—a wrong somehow bound up in the fact that the Government had opened its Treasury to banks, railroads and the like but closed it to needy individuals. When the House voted to take up their bill, they slapped one another on the back and were quite sure they would be getting their money in a few days to take home. . . .

Source: *Time Magazine*, June 20, 1932 (adapted)

4a According to this *Time Magazine* article, what was likely to happen to the Patman bill when it passed the House of Representatives and was sent to the Senate?

Score of 1:

- States what was likely to happen when the Patman bill passed the House of Representatives and was sent to the Senate according to the *Time Magazine* article
Examples: the Senate would vote it down/it would be voted down; the majority would likely be against it; if the Senate passed the bill, the White House would veto it

Score of 0:

- Incorrect response
Examples: it would pass; it would become a law; the veterans would be getting their money in a few days; send it to the Senate
- Vague response that does not answer the question
Examples: it would happen; it would be voted on; it would become a test
- No response

4b Based on this *Time Magazine* article, identify *one* part of the economy that had already benefited from government spending.

Score of 1:

- States the part of the economy that had already benefited from government spending according to *Time Magazine*
Examples: banks; railroads; banks and railroads; banks, railroads, and the like

Score of 0:

- Incorrect response
Examples: veterans; needy individuals; wives/children; the Treasury; American Expeditionary Force; people; campers; personnel; printing-press money
- Vague response that does not answer the question
Examples: the like; the open part; the part that got the money
- No response

Document 5

To: General Douglas MacArthur, Chief of Staff, U.S. Army.

The President has just informed me that the civil government of the District of Columbia has reported to him that it is unable to maintain law and order in the District.

You will have United States troops proceed immediately to the scene of disorder. Cooperate fully with the District of Columbia police force which is now in charge. Surround the affected area and clear it without delay.

Turn over all prisoners to the civil authorities.

In your orders insist that any women and children who may be in the affected area be accorded every consideration and kindness. Use all humanity consistent with the due execution of this order.

PATRICK J. HURLEY
Secretary of War.

Source: Patrick J. Hurley, President Hoover's Secretary of War, Washington, D.C., July 28, 1932, Herbert Hoover Presidential Library

5 According to this document, what was General MacArthur ordered to do by President Herbert Hoover's Secretary of War in response to the march of the Bonus Army?

Score of 1:

- States what General MacArthur was ordered to do by the Secretary of War in response to the march of the Bonus Army
Examples: cooperate with District of Columbia police; surround the scene of disorder; use all humanity with execution of order; have troops report to the scene of the disorder; turn prisoners over to civil authorities; clear out the area; regain control of the District of Columbia

Score of 0:

- Incorrect response
Examples: arrest women/children; take over from the police; imprison civil authorities
- Vague response that does not answer the question
Examples: proceed immediately; cooperate; affect the area; attack
- No response

Document 6

. . . Clark Booth, of the Veterans of Foreign Wars, declared that he had been a Republican all his life up to four days ago and was vice chairman of the Hoover campaign committee in 1928 for the Mobile district, but that Hoover's action in calling out the troops against the Washington veterans "made me a Democrat and I will take the stump against Herbert Hoover."

William Taylor, a veteran of the World War [I] who is also a member of the Alabama Legislature, delivered the chief attack against President Hoover in offering a resolution which was passed unanimously. He declared that "if Hoover had called out troops to keep lobbyists of Wall Street from the White House there would be no depression," adding that the veterans who had gathered in Washington were there only to "attempt to get that to which they are entitled."

"The Democrats will make Hoover pay on March 4 [Inauguration Day] with the aid of the veterans," Mr. Taylor declared, "the President can go back to his home, or return to England where he belongs." . . .

Source: "Assail Hoover in Mobile, Veterans Score Ousting of Bonus Army and 'Republican Prosperity'."
New York Times, August 4, 1932

6 According to this *New York Times* article, what was *one* political impact of President Herbert Hoover's actions against the Bonus Army?

Score of 1:

- States a political impact of President Hoover's actions against the Bonus Army as stated in this *New York Times* article
Examples: former Hoover supporters became Democrats; some Republicans campaigned against Hoover; Democrats with the aid of veterans would try to make Hoover lose the election; they made Hoover very unpopular; it made it more likely that Hoover would lose the election

Score of 0:

- Incorrect response
Examples: Wall Street lobbyists prevented a depression; Hoover supporters remained Republican; Hoover returned to England; they contributed to his victory
- Vague response that does not answer the question
Examples: veterans voted; troops were called out; a resolution was offered
- No response

Document 7a



Source: Photograph by Will Counts for *Arkansas Democrat*

A white student passes through an Arkansas National Guard line as Elizabeth Eckford is turned away on September 4, 1957.



Source: Clayborne Carson, ed., *Civil Rights Chronicle*, Legacy Publishing

A mob surrounds Elizabeth Eckford outside Central High School in Little Rock, Arkansas.

7a Based on these photographs, what happened to Elizabeth Eckford as she tried to attend Central High School on September 4, 1957?

Score of 1:

- States what happened to Elizabeth Eckford as she tried to attend Central High School on September 4, 1957 as shown in these photographs

Examples: mob surrounded her; students yelled at her; she was turned away from school by the Arkansas National Guard/soldiers; she was discriminated against; she experienced racism; she was stopped from going to school

Score of 0:

- Incorrect response
Examples: she walked to school; she was welcomed by other students; she was shot at by the National Guard
- Vague response that does not answer the question
Examples: she was African American; whites passed through; National Guard did something
- No response

Document 7b

. . . On September 4, after walking a virtual gauntlet of hysterical whites to reach the front door of Central High, the Little Rock Nine were turned back by Arkansas National Guardsmen. The white crowd hooted and cheered, shouted, stomped, and whistled. The segregationist whites of Little Rock did not see the vulnerability or the bravery of the students. Instead, they saw symbols of the South's defeat in the War Between the States, its perceived degradation during the Reconstruction that followed, and the threats to the southern way of life they had been taught to believe was sacrosanct [sacred]. . . .

Source: Clayborne Carson, ed., *Civil Rights Chronicle*, Legacy Publishing

7b According to this document, what was *one* reason some white citizens of Little Rock, Arkansas, did not want the Little Rock Nine to attend Central High School?

Score of 1:

- States a reason some white citizens of Little Rock, Arkansas, did not want the Little Rock Nine to attend Central High School

Examples: segregationist whites saw them as symbols of the South's defeat in the Civil War/War between the States; they saw them as symbols of the South's degradation during Reconstruction; they felt their way of life was threatened

Score of 0:

- Incorrect response
Examples: they were turned back by Arkansas National Guardsmen; white citizens were hysterical; students were vulnerable; white crowd hooted and cheered
- Vague response that does not answer the question
Examples: they could not walk the gauntlet; they had been taught
- No response

Document 8a

. . . This morning the mob again gathered in front of the Central High School of Little Rock, obviously for the purpose of again preventing the carrying out of the Court's order relating to the admission of Negro [African American] children to the school.

Whenever normal agencies prove inadequate to the task and it becomes necessary for the Executive Branch of the Federal Government to use its powers and authority to uphold Federal Courts, the President's responsibility is inescapable.

In accordance with that responsibility, I have today issued an Executive Order directing the use of troops under Federal authority to aid in the execution of Federal law at Little Rock, Arkansas. This became necessary when my Proclamation of yesterday was not observed, and the obstruction of justice still continues.

It is important that the reasons for my action be understood by all citizens.

As you know, the Supreme Court of the United States has decided that separate public educational facilities for the races are inherently [by nature] unequal and therefore compulsory school segregation laws are unconstitutional. . . .

Source: Address by President Dwight D. Eisenhower, September 24, 1957

8a (1) Based on this document, what was *one* action taken by President Dwight D. Eisenhower in response to the crisis in Little Rock?

Score of 1:

- States an action taken by President Eisenhower in response to the crisis in Little Rock
Examples: issued an executive order directing the use of troops under federal authority; sent troops to Little Rock; sent troops; upheld the Federal Courts; issued a proclamation; enforced the federal court's decision

Score of 0:

- Incorrect response
Examples: prevented the carrying out of the Court's order; enforced compulsory school segregation laws; he obstructed justice
- Vague response that does not answer the question
Examples: he understood citizens; he had a responsibility; he used the executive branch
- No response

8a (2) Based on this document, what was *one* reason President Dwight D. Eisenhower took action in the crisis in Little Rock?

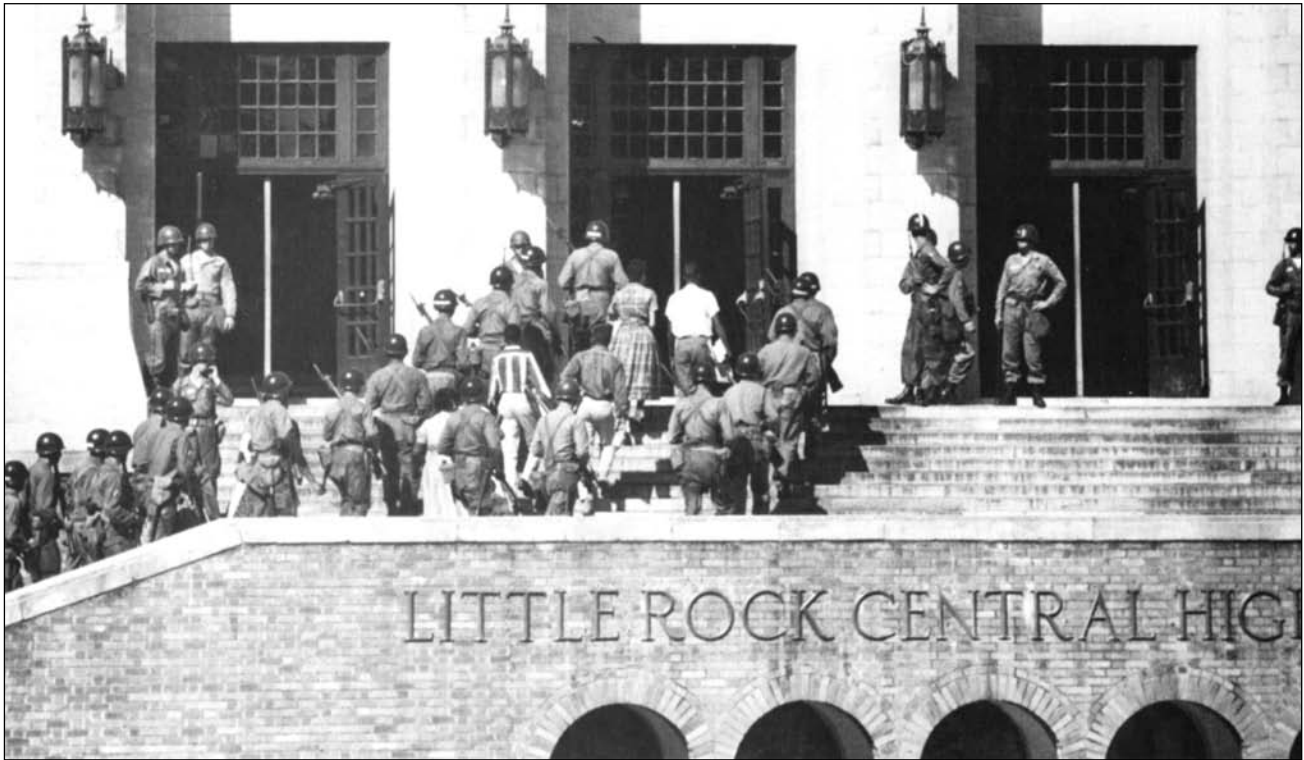
Score of 1:

- States a reason President Eisenhower took this action
Examples: a mob gathered to prevent the carrying out of the Court's order; normal agencies proved inadequate to solve the crisis; the proclamation of the previous day was not observed; the obstruction of justice continued; officials were breaking the law; the mob was breaking the law; his responsibility was inescapable; he had to enforce the court ruling

Score of 0:

- Incorrect response
Examples: his action had to be understood by all citizens; the mob was breaking up
- Vague response that does not answer the question
Examples: he was President; it was under federal authority; there was a mob
- No response

Document 8b



Source: Clayborne Carson, ed., *Civil Rights Chronicle*, Legacy Publishing (adapted)

On September 25, 1957 federal troops escort the Little Rock Nine to their classes at Central High School.

8b Based on this photograph, what was the job of the United States Army troops in Little Rock, Arkansas?

Score of 1:

- States the job of the United States Army troops in Little Rock, Arkansas, as shown in this photograph
Examples: escorting the Little Rock Nine to their classes; they protected the Little Rock Nine; to help the Little Rock Nine attend Central High School; to carry out the federal court order

Score of 0:

- Incorrect response
Examples: to prevent the Little Rock Nine from entering school; recruiting students for the army; to attend classes at Central High School
- Vague response that does not answer the question
Examples: to lead the march; opening the doors; to find the entrance
- No response

Document 9

President Dwight D. Eisenhower's actions in Little Rock were an important step in enforcing the Supreme Court's 1954 decision regarding school segregation. However, state and local resistance to school integration continued.

. . . Little Rock and the developments following in its wake marked the turning of the tide. In September, 1957, desegregation was stalemated. Little Rock broke the stalemate. Virginia early felt the impact of the Little Rock developments. By the end of 1958, the "Old Dominion" state had entrenched itself behind some thirty-four new segregation bulwarks [barriers] — the whole gamut of evasive devices that had spread across the South to prevent desegregation. It was a self-styled program of "massive resistance," a program which other states admittedly sought to duplicate. But as the Bristol (Va.) *Herald-Courier* observed in late 1958, when the showdown came, "Massive resistance' met every test but one. It could not keep the schools open and segregated." . . .

Source: James W. Vander Zanden, "The Impact of Little Rock," *Journal of Educational Sociology*, April 1962

9 According to James W. Vander Zanden, what are *two* impacts of President Dwight D. Eisenhower's decision to enforce desegregation?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* impact of President Eisenhower's decision to enforce desegregation according to James W. Vander Zanden
Examples: it turned the tide against segregation in schools; Little Rock broke the desegregation stalemate; although massive resistance continued, it could not keep the schools open and segregated; schools in Little Rock were integrated; state and local decisions continued to prevent desegregation

Note: To receive maximum credit, two *different* impacts of President Eisenhower's decision to enforce desegregation must be stated. For example, *it turned the tide against segregation* and *it ended the desegregation stalemate* are the same impact stated in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: segregation was ended; Little Rock started segregation; Virginia led the South in desegregation
- Vague response that does not answer the question
Examples: it changed things; it was a battle; it continued
- No response

United States History and Government
Content-Specific Rubric
Document-Based Question
June 2008

Historical Context: The president of the United States has been granted power as the commander in chief by the Constitution. While the president has used his military powers to commit troops overseas, he has also used this power to respond to domestic crises. Three such domestic crises were the *Civil War (1861–1865)* during the presidency of Abraham Lincoln, the *Bonus March (1932)* during the presidency of Herbert Hoover, and *Little Rock, Arkansas (1957)* during the presidency of Dwight D. Eisenhower.

Task: Choose *two* domestic crises mentioned in the historical context that led presidents to use their military power as commander in chief and for *each*

- Describe the historical circumstances that led to the crisis
- Explain an action taken by the president to resolve the crisis
- Discuss the extent to which the president’s action resolved the crisis *or* had an impact on American society

Scoring Notes:

1. This document-based question has a minimum of *six* components (the historical circumstances that led to *two* domestic crises, an action taken by a president to resolve *each* crisis, and the extent to which the president’s action resolved the crisis *or* had an impact on American society).
2. Although document information addresses only one primary action taken by a president to resolve the crisis, the explanation could include additional actions taken by a president as supporting details.
3. The impact of the president’s action on American society could be immediate or long term.
4. As is the case with many historical topics, the extent to which the President’s actions either resolved the crisis or affected American society is subject to the student’s point of view. The response may discuss the extent from any perspective as long as the position taken is supported by accurate historical facts and examples.
5. Only *two* domestic crises should be discussed; if three domestic crises are discussed, only the first two should be scored.
6. For the purposes of meeting the criteria of using *at least four* documents in the response, documents 3a, 3b, 7a, 7b, 8a, and 8b may be used as separate documents *if* the response uses specific, separate information from each document.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by describing the historical circumstances that led to **two** domestic crises, explaining an action taken by a president to resolve **each** crisis, and discussing the extent to which the president’s action resolved the crisis *or* had an impact on American society
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information) (*Bonus March*: connects President Hoover’s emphasis on “rugged individualism,” his reluctance to involve the federal government in direct relief for victims of the Great Depression, and his opposition to the Bonus bill to the confrontation between federal troops and the unarmed Bonus Army and to the national disillusionment with Hoover’s policies, which set the stage for the emergence of a strong Democratic Party, the candidacy of Franklin D. Roosevelt, and the New Deal; *Little Rock*: connects the *Brown v. Board of Education* decision to Governor Faubus’s defiance of national authority by mobilizing the Arkansas National Guard to prevent desegregation of Central High School to President Eisenhower’s decision to nationalize the Arkansas National Guard to uphold the Supreme Court’s decision and to the massive resistance that slowed the pace of desegregation requiring further legislation such as the Civil Rights Act of 1964)
- Incorporates relevant information from *at least four* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to domestic crises faced by Presidents (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details (*Bonus March*: World War I veterans; shantytowns; Hoovervilles; Anacostia Flats; General Douglas MacArthur; Dwight D. Eisenhower; tear gas; election of 1932; *Little Rock*: segregation; integration; Southern Manifesto; national supremacy versus states rights; Little Rock Nine; Civil Rights Act of 1957)
- 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 domestic crisis more thoroughly than for the second domestic crisis *or* by discussing one aspect of the task less thoroughly than the other aspects of the task for both domestic crises
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information) (*Bonus March*: discusses the hardships facing World I veterans as a result of the Great Depression and President Hoover’s decision to authorize federal troops to evict the Bonus Army from Washington as a matter of national security and the negative reaction to the routing of unarmed veterans, which created a climate for political change; *Little Rock*: discusses the use of the Arkansas National Guard by Governor Faubus to resist integration of Central High School and Eisenhower’s use of federal troops to enforce the *Brown v. Board of Education* decision and the resulting increase of educational opportunities for African Americans despite the resistance to integration in many parts of the country)
- 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

Note: At score levels 5 and 4, all **six** aspects of the task should be developed.

Holistic Scoring Reminder: This note applies only to bullet 1 of the rubric.

Score of 3:

- Develops *all* aspects of the task with little depth *or* develops *at least four* 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

Examples of addressing *at least four* aspects of the task in some depth at Level 3

Holistic Scoring Reminder: These examples apply only to the evaluation of bullet 1 of the rubric.
A response meeting the criteria below does not, by itself, make it a Level 3 response.

1. Discusses *all* aspects of the task for *one* domestic crisis and only *one* aspect of the task for the *second* domestic crisis
2. Discusses any *two* aspects of the task for both domestic crises

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

Score of 2:

- Minimally develops *all* aspects of the task *or* develops *at least three* 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

Civil War—Key Ideas from the Documents

<p>Historical Circumstances</p> <p>Doc. 1—National authority had to be restored to save the Union Issue of slavery was connected to saving the Union</p> <p>Doc. 2—Civil War was an armed rebellion against the authority and government of the United States</p>
<p>Action Taken by the President</p> <p>Doc. 2—Emancipation Proclamation was issued Emancipation Proclamation freed all persons held as slaves in states in rebellion against the United States United States government recognized and maintained freedom of slaves in states in rebellion</p>
<p>Extent of Resolution of the Crisis or Impact on American Society</p> <p>Doc. 3—African Americans were made available for the Union forces African Americans made many contributions to the war effort</p>

Civil War—Relevant Outside Information (This list is not all-inclusive.)

<p>Historical Circumstances</p> <p>Long-term power struggle between states and federal government created tension (States rights, nullification, slavery) After Lincoln’s election in 1860, South Carolina and lower southern states seceded South was not reassured by Lincoln’s promise not to interfere with slavery where it existed (First Inaugural Address) South Carolina attacked Fort Sumter Mounting casualties, fewer volunteers, and the possibility of European intervention influenced Lincoln to rethink war aims Additional events and actions led to the Civil War (Missouri Compromise, Compromise of 1850, abolitionist movement, <i>Dred Scott v. Sanford</i>)</p>
<p>Action Taken by the President</p> <p>Emancipation Proclamation was issued after Antietam Lincoln took other actions to save the Union (suspension of habeas corpus, supervision of voting in border states, establishment of a blockade)</p>
<p>Extent of Resolution of the Crisis or Impact on American Society</p> <p>Slaves in rebelling states were not freed because the Confederacy considered itself an independent nation Slaves in border states were not freed Some slaves left plantations and joined northern armies Union Army desertions increased as war goal shifted to fighting against slavery Britain was discouraged from recognizing Confederacy Ideals of equality were inspired (Gettysburg Address) Groundwork was established for the passage of 13th amendment</p>

Bonus March—Key Ideas from the Documents

<p>Historical Circumstances</p> <p>Doc. 4—Congressman Patman submitted a bill to the House of Representatives for the immediate cashing of Adjusted Service Compensation certificates</p> <ul style="list-style-type: none">World War I veterans demanded early payment of bonusVeterans saw bonus as a form of Depression reliefVeterans camped on the Anacostia mudflats“Bonus bill” was unlikely to be passed by the SenateGovernment had helped banks and railroads but not needy individuals <p>Doc. 5—District of Columbia’s civil government was unable to maintain law and order</p>
<p>Action Taken by the President</p> <p>Doc. 5—President ordered his Secretary of War to send United States troops to the scene of the disorder</p> <ul style="list-style-type: none">Federal troops were ordered to cooperate with the District of Columbia police forceFederal troops were ordered to surround and clear the affected area without delayAll prisoners were to be turned over to civil authoritiesFederal troops were ordered to treat women and children with consideration and kindness
<p>Extent of Resolution of the Crisis or Impact on American Society</p> <p>Doc. 6—Some Republicans became Democrats and campaigned against Hoover</p> <ul style="list-style-type: none">World War I veteran, William Taylor, attacked Hoover because he believed that veterans were deserving of the bonusTaylor believed that veterans would help Democrats send the president back home on Inauguration Day

Bonus March—Relevant Outside Information (This list is not all-inclusive.)

<p>Historical Circumstances</p> <p>Great Depression had numerous effects on veterans (business failures, high unemployment, falling farm prices)</p> <p>Federal government assistance to business contributed to veteran demands for relief (Reconstruction Finance Corporation, Hawley-Smoot tariff)</p> <p>Hoover believed in “rugged individualism” and opposed direct relief, which angered veterans and others</p> <p>“Hoovervilles” became a menace to public health and veteran occupation of federal buildings became a concern to the Hoover administration</p> <p>Refusal of some veterans to leave Washington, D.C., after the defeat of the “bonus bill” was seen by Hoover as a defiance of national authority</p> <p>Additional details are provided about the Bonus March and the conditions at the camps</p>
<p>Action Taken by the President</p> <p>President Hoover authorized federal troops to disband the remainder of the unarmed Bonus Army after the defeat of the “bonus bill” (Battle of Anacostia Flats)</p>
<p>Extent of Resolution of the Crisis or Impact on American Society</p> <p>Unarmed veterans were driven from Washington, D.C., by tanks and weapons without “bonus” money</p> <p>General MacArthur exceeded Hoover’s orders, using tear gas and burning the shacks (shantytowns)</p> <p>Government’s harsh treatment of veterans and their families outraged many Americans and contributed to national tensions</p> <p>President Hoover was viewed by many as insensitive to the plight of the unemployed</p> <p>Veterans became symbols of hardship associated with the Great Depression and the failure of the Republican Party to alleviate suffering</p> <p>Democratic Party and the candidacy of Franklin D. Roosevelt gained national support</p> <p>Franklin D. Roosevelt’s election in 1932 and New Deal programs offered hope to veterans for the future</p>

Little Rock, Arkansas—Key Ideas from the Documents

<p>Historical Circumstances</p> <p>Doc. 7—Disorderly mob harassed African American student trying to enter Central High Arkansas National Guard allowed a white student to pass while turning away Elizabeth Eckford Little Rock Nine were turned back by Arkansas National Guardsmen Some segregationist whites saw integration of Central High School as a threat to their way of life</p> <p>Doc. 8—Mob at Central High School prevented the execution of the Court’s order Eisenhower’s proclamation was not observed Supreme Court decision declared compulsory school segregation laws were unconstitutional</p>
<p>Action Taken by the President</p> <p>Doc. 8—Proclamation was issued Executive order was issued to use federal troops to aid in the execution of federal law at Little Rock</p>
<p>Extent of Resolution of the Crisis or Impact on American Society</p> <p>Doc. 8—Federal troops escorted the Little Rock Nine to their classes at Central High School</p> <p>Doc. 9—Little Rock broke the stalemate State and local barriers and decisions of some states slowed integration efforts Massive resistance could not keep schools open and segregated</p>

Little Rock, Arkansas—Relevant Outside Information (This list is not all-inclusive.)

<p>Historical Circumstances</p> <p><i>Brown v. Board of Education</i> decision ordered desegregation of public schools with “all deliberate speed” Some states saw the <i>Brown</i> decision as a violation of their 10th-amendment rights and continued segregation policies Arkansas Governor Faubus ordered National Guard to turn away African American students from Central High School Additional events and actions led to the crisis at Little Rock (Jim Crow laws continued to affect educational institutions, NAACP legal defense fund established goal to overturn <i>Plessy v. Ferguson</i> and end segregation in public schools)</p>
<p>Action Taken by the President</p> <p>President Eisenhower nationalized the Arkansas National Guard and sent in paratroopers to uphold <i>Brown v. Board of Education</i> and federal law</p>
<p>Extent of Resolution of the Crisis or Impact on American Society</p> <p>African Americans enrolled in Central High School Southern congressional representatives and senators signed a Declaration of Constitutional Principles pledging resistance to desegregation Some states closed public schools to avoid integration (Governor Faubus closed Central High School at the end of the school year) Groups throughout the South attempted to undermine integration efforts (White Citizens Councils and school boards ignored court rulings) African American enrollment increased in previously segregated schools Number of African American high school graduates increased De facto segregation continued to exist as white flight to suburbia continued throughout the 1950s and 1960s Federal government strengthened power to end school segregation (Civil Rights Act of 1964) Busing programs to achieve racial balance upheld by Supreme Court Controversy over segregation has continued (resegregation, voucher programs)</p>

When the framers of the United States Constitution included the provision declaring the President the Commander in Chief of the US Army, they probably did not know what an impact it would have. Presidents in the past and present have attempted to exercise this power, and their actions have prompted various degrees of response. When Lincoln attempted to end the Civil War and when Eisenhower protected the "Little Rock Nine," measures were being taken to preserve the Union and ^{the} United States society, and in both cases, the measures taken were well justified.

In 1860 and 1861, the Southern States withdrew from the Union. The election of President Lincoln had been the ~~straw~~ "straw that broke the camel's back," because it was well known that he opposed the spread of slavery. The new Southern Confederacy was viewed to be rebellious by Lincoln, and after the attack on Fort Sumter, Lincoln called for volunteers and the Civil War began. Lincoln paid little heed to the issue of slavery at the beginning of the war; his sole aim was to preserve the Union. (Document 1) However, he soon realized that freeing the slaves in the Confederacy could prove useful in the war. After he issued the Emancipation Proclamation, Lincoln confided in Andrew Johnson that an armed group of former slaves might be what was needed to end the war. (Document 3a) However, the Emancipation Proclamation did not truly apply to the Confederacy, which had declared itself to be a separate entity, but Lincoln never wavered from his belief

that they were just unruly states. (Document 2) The increasing number of Blacks who enlisted in the Union Army served in a variety of ways. They were fighting in the army and the navy, and others served as cooks and doctors and various other positions. (Document 3b) The African Americans were proving themselves to be loyal citizens of the United States.

Lincoln's actions proved to be successful eventually. The rebellious Southern States were defeated, the Union was preserved and the 13th Amendment made the Emancipation Proclamation official. The Reconstruction began, but Lincoln's actions only accomplished so much. It did not result in full equality for the former slaves. Following his assassination, Jim Crow laws and other legislation was passed to keep African Americans inferior. They were no longer slaves, but most were forced back to plantations to be underappreciated sharecroppers. Others moved to cities where they encountered social discrimination. At least Lincoln was able to save the Union.

The actions taken by Lincoln were merely the first step in the civil rights movement. Southern whites still hated the degrading events that had resulted from Lincoln's interference. They continued to remember their defeat in the Civil War even into the 1950's and 60's. (Document 7b) There was segregation in most public places – even schools. That is, until Linda Brown's parents sued the Board of Education and the Supreme Court ruled that separate was no longer equal. A school in Little Rock, Arkansas broke the ice when nine African American students

tried to enroll in a formerly all white high school. However, on their first day at ~~the~~ their new school, the situation was ^{deemed} too dangerous and the Little Rock Nine were ordered to wait. However, Elizabeth Eckford walked to school and was received with hatred (Document 7a). After this incident, President Eisenhower issued a proclamation and then issued an executive order placing the nine students under the protection of federal troops (Document 8a). These troops escorted the students into the school and from class to class. (Document 8b) This measure was meant to protect the students, and the civil rights movement was given a boost.

Opposition was received from various places. Several Southern States passed new laws to try to prevent desegregation. (Document 9) The voice of a group of people was too strong to be ignored, and the actions of the brave Little Rock Nine were a turning point in the enforcement of the Brown v. Board of Education decision. Eventually a Civil Rights Act was passed in 1964 which gave the federal government even more authority to enforce desegregation orders. Two examples hardly seem sufficient to describe the power of the President to intervene in domestic affairs. The Civil War was an extreme case, but President Lincoln responded admirably. Other examples, such as the pivotal affair in Little Rock, have paved the way for presidents to protect the civil rights of all Americans.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the domestic crises in which military power was used by President Lincoln in the Civil War and by President Eisenhower in Little Rock
- Is more analytical than descriptive (*Civil War*: election of Lincoln was the “straw that broke the camel’s back”; Proclamation did not apply to the Confederacy, which had declared itself to be a separate entity; Lincoln never wavered from his belief that the Confederacy were just unruly states; African Americans proved themselves to be loyal citizens; actions taken by Lincoln were merely the first step in the civil rights movement; *Little Rock*: Southern whites still hated the degrading events that resulted from Lincoln’s interference and continued to remember their defeat in the Civil War into the 1950s and 1960s; on the Little Rock Nine’s first day at their new school, the situation was deemed too dangerous; use of federal troops in Little Rock gave the civil rights movement a boost; opposition came from various places, however, the voice of a group of people was too strong to be ignored; actions of Little Rock Nine were a turning point in the enforcement of *Brown*)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates substantial relevant outside information (*Civil War*: Southern States withdrew from the Union in 1860 and 1861; after the attack on Fort Sumter, Lincoln called for volunteers; the 13th amendment made the Emancipation Proclamation official; Reconstruction began, but Lincoln’s actions did not result in full equality for the former slaves; Jim Crow laws were passed to keep African Americans inferior; most African Americans were forced back to plantations to be underappreciated sharecroppers; African Americans moved to cities where they encountered racial discrimination; *Little Rock*: there was segregation in most public places until Linda Brown’s parents sued the board of education; the Civil Rights Act of 1964 gave the federal government even more authority to enforce desegregation orders)
- Richly supports the theme with many relevant facts, examples, and details (*Civil War*: Lincoln’s sole aim was to preserve the Union; Lincoln issued the Emancipation Proclamation; *Little Rock*: Supreme Court ruled that separate was no longer equal; nine African American students tried to enroll in a formerly all white high school; Elizabeth Eckford walked to school and was received with hatred; President Eisenhower issued a proclamation and then issued an executive order placing the nine students under the protection of federal troops; federal troops escorted students into the school and from class to class)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses the impact the framers of the Constitution had when they made the president commander in chief of the United States army and a conclusion that praises the response of Lincoln to the Civil War crisis and notes the protection of civil rights gained from the affair in Little Rock

Conclusion: Overall, the response fits the criteria for Level 5. The response uses document information as a catalyst for a discussion of presidential military powers that effectively integrates historical information using analytical statements. A good understanding of the long-term impact of presidential actions is demonstrated in the discussion of the status of African Americans following the Civil War and in the boost the civil rights movement and the Civil Rights Act of 1964 gave to desegregation efforts that were triggered by the Little Rock crisis.

As a result of the Constitution, the President was granted the power of Commander and Chief. Throughout the history of the United States, Presidents have had to issue federal troops to solve and diminish domestic crises. Two examples of this, is Federal response to the Bonus March (1932) and to Little Rock, Arkansas (1957).

When the Stock Market crashed in 1929 America fell into a depression. Thousands lost their jobs and all their money that they kept in the banks. The Depression especially hit hard on the US Veterans. In 1932, numerous World War I veterans gathered in Washington D.C. demanding the government pay the bonuses they were promised early so they could get relief from the Depression (Document 4). During the time President Hoover's policy of "rugged individualism" included federal aid to big businesses like the railroads and banks. This policy was hoping to support businesses so those businesses could hire people and money could "trickle down" through society. Unfortunately, this policy didn't work and individuals were left defenseless against the Depression. When the bill to aid the veterans was turned down the veterans were furious and although some left Washington D.C., others remained in their Hoovervilles and in Federal buildings. President Hoover sent in federal troops to evict them. In a letter from the Secretary of War to General MacArthur the federal troops were sent to assist the the District of Columbia police force and to be kind and considerate to women and children (Document 5). However, total chaos occurred and the troops were forced to use tear gas on the veterans. In this a few people died including a baby who suffocated from the tear gas. President Hoover's popularity immediately dropped. He received criticism from all ends of political society. According to Document 6 William Taylor of the Alabama legislature declared "the veterans who had gathered in Washington were there only to attempt to get that which they are entitled." The impact of this decision on society was Hoover's defeat in 1932 and FDR's election, which brought America the New Deal and help for individuals.

In the 1950's and 1960's many civil rights activists fought for the termination of segregation in the South. In *Brown vs Board of Education* the U.S. Supreme Court declared "separate is not equal" and segregation of schools were unconstitutional. Therefore segregated schools could no longer be allowed. Nine African American students attempted to attend Central High School of Little Rock Arkansas. However, the Arkansas National Guard turned them away, according to pictures in Document 7a. Opposition to this ruling was enormous for "a virtual gauntlet of hysterical whites" blockaded the school and many Southerners supported their actions. However, others watching the events on television were saddened and ~~shocked~~ shocked (Document 7b). At the time racism was imbedded in Southern society and "segregationist whites" saw the African American students as symbols of the South's defeat in the War Between the States." (Document 7b). The actions of the Arkansas National Guard which prevented the carrying out of the Court's order (Document 8a) forced President Eisenhower to issue an Executive Order to place the National Guard under federal authority. By the middle of September, with the escort of federal troops the "Little Rock Nine" attended their classes at Central High School (Document 8b). An important effect of Eisenhower's decision forced ~~the~~ other Southern States, like Virginia to end segregation in the schools (Document 9). However, some school districts continued to be uncooperative. Some public schools were closed and public funds were diverted to ~~the~~ private schools to evade integration rulings. Although Little Rock did not immediately end all segregation, it was an important ^{first} step.

Both the Bonus March and Little Rock Arkansas are examples when Presidents had to issue the aid of federal troops to dissolve domestic crises. For President Hoover this decision put a horrible mark on his reputation and leadership qualities and in effect denied him reelection. However, for President Eisenhower his decision to send federal troops pushed other ~~to~~ states to follow his authority on the matter of segregation in schools.

Anchor Paper – Document–Based Essay—Level 5 – B

In conclusion the use of military power to handle domestic crises can have an either positive or negative image on a President. Historical circumstances and actions taken by the President are key factors to the ^{outcome} ~~image~~ of the image of the President and the impact that decision has on society.

Anchor Level 5-B**The response:**

- Thoroughly develops all aspects of the task evenly and in depth by discussing the domestic crises in which military power was used by President Hoover during the Bonus March and by President Eisenhower in Little Rock
- Is more analytical than descriptive (*Bonus March*: Depression especially hit the United States veterans hard; Hoover's policy did not work; individuals were left defenseless against the Depression; Hoover's popularity immediately dropped and he received criticism from all ends of political society; *Little Rock*: segregated schools could no longer be allowed as a result of *Brown*; opposition to *Brown* was enormous; many Southerners supported actions of segregationist whites; actions of Arkansas National Guard forced Eisenhower to place the National Guard under federal authority; Eisenhower's decisions forced some Southern States to end segregation while others continued to be uncooperative)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (*Bonus March*: when stock market crashed America fell into a depression; thousands lost jobs and all the money they kept in banks; Hoover's policy of "rugged individualism" included federal aid to big businesses; Hoover hoped his policy would support businesses so they could hire people and money would "trickle-down" through society; although some veterans left Washington when the bill was turned down, others remained in Hoovervilles and in federal buildings; total chaos occurred and troops were forced to use tear gas on veterans; impact of Hoover's decision was his defeat in 1932; *Little Rock*: in the 1950s and 1960s, many civil rights activists fought for termination of segregation in the South; racism was embedded in Southern society; some public schools were closed and public funds were diverted to private schools to evade integration rulings; Little Rock did not immediately end all segregation)
- Richly supports the theme with many relevant facts, examples, and details (*Bonus March*: World War I veterans gathered in Washington, D.C., demanding the government pay promised bonuses; Hoover sent in federal troops to evict veterans; *Little Rock*: United States Supreme Court declared separate is not equal and segregation of schools was unconstitutional in *Brown*; nine African American students attempted to attend Central High School, but Arkansas National Guard turned them away; with escort of federal troops, the Little Rock Nine were able to attend classes at Central High School)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states the use of military power can have either a positive or negative effect on the image of a president

Conclusion: Overall, the response fits the criteria for Level 5. The integration of historical information and document analysis, which includes relevant quotations, contributes to the effectiveness of this response. The use of outside information demonstrates not only a strong understanding of how Hoover's economic policy affected the veterans and eventually led to the New Deal but also a good understanding of Eisenhower's actions at Little Rock and their impact.

America has frequently struggled with racial issues. The different viewpoints of the North and South on such matters has often led to confrontations between the two regions. Racial issues have lead the United States into Civil War, and even following the war has caused much ill favor between the North and South, a resentment heightened by various Supreme Court Decisions on the subject of segregation. The Little Rock Arkansas situation as a result of the Brown vs. Board of Education ruling in favor of racial integration has also raised controversy.

The Civil War was a war on states rights, but above that it was a war on Slavery. The South and North were divided on the issue. Many in the North wished for its abolishment, the South for its preservation. President Abraham Lincoln was given the duty of running a nation thus divided. Although he advocated for a policy not in favor of abolishment or preservation, he announced that any decision he made regarding slavery would be done in the context of preserving the Union (Doc 1). European powers began to side with the South. This danger could have meant the permanent disunion of the union and thus Lincoln issued the Emancipation Proclamation. The proclamation freed slaves in rebelling states (Doc 2) At the same time he destroyed any potential alliance between Europe and the South. By making the Civil War a war on slavery Europe.

having denounced it, could not get involved. African Americans played a large roll in the Civil War. They often worked for Northern war efforts by working as carpenters, surgeons, nurses or spies. The most noted of the African spies was Harriet Tubman who scouted for the 2nd South Carolina Volunteers.

Lincoln's Emancipation Proclamation played an important role in ending the war and bringing the Union back together. After the resolution of the Civil War racial issues were never totally put on the back burner. For years blacks and whites remained segregated under the Supreme court decision that segregation was legal under equal but separate conditions. This decision was upheld for a time until education became the battle topic in Little Rock Arkansas. The Supreme Court, in Brown vs. Board of Education ruled the segregation made blacks and whites inherently unequal and thus it was unconstitutional. Whites in Little Rock fought this decision, refusing to allow the Little Rock Nine (Black students) into a white school without a fight. They would crowd around students, such as Elizabeth Eckford, jeering and calling out and even the Arkansas national guard would not allow them into the school (Doc 7a, 7b). President Eisenhower saw the danger in this and sent in federal troops to escort the Little Rock Nine for the remainder of the year. This action taken on the part of Eisenhower was pivotal in establishing national supremacy over the states and desegregating public schools (Doc 8a, 8b).

Historians may disagree on the point that slavery caused the Civil War. Some might argue that it was mainly a war on States rights and slavery was merely a launching block which led to the dissolving state of the Union. Others might argue that the end of slavery was part of the design of Lincoln's goal to preserve preserve the Union. Whatever Lincoln reasons it cannot be denied the throughout the Civil War Slavery was a huge motive for battle between the North and the South. It can also not be overlooked that while the Civil War helped legally end slavery it did not end racial tensions as seen in the Little Rock Arkansas conflict. Racial discrimination has been a huge issue in the History of the United States, and because of the work of presidents, the United States has remained just that, United, in times where it seemed to be impossible to preserve.

Anchor Level 4-A

The response:

- Develops all aspects of the task by discussing the domestic crises faced by President Lincoln in the Civil War and President Eisenhower in Little Rock
- Is both descriptive and analytical (*Civil War*: many in the North wished for slavery to be abolished while many in the South wished for its preservation; Lincoln was given the duty of running a divided nation; Lincoln announced that any decision he made was in the interest of preserving the Union, not in abolishing or preserving slavery; the Emancipation Proclamation played an important role in ending the war and bringing the Union back together; some historians might argue that the Civil War was a war about States rights, and slavery was merely a launching block, which led to the dissolving of the Union; others might argue that the end of slavery was part of Lincoln's goal to preserve the Union; it cannot be overlooked that while the Civil War helped legally end slavery, it did not end racial tensions; *Little Rock*: whites in Little Rock fought the *Brown* decision and refused to allow the Little Rock Nine into a white school without a fight; Eisenhower's action was pivotal in establishing national supremacy over the states and desegregating public schools)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*Civil War*: European powers began to side with the South, which could have meant a permanent disintegration of the Union; the Emancipation Proclamation destroyed any potential alliance between Europe and the South; by making it a war on slavery, Europe could not get involved because they had denounced slavery; *Little Rock*: blacks and whites remained segregated under the Supreme Court decision that segregation was legal under "equal but separate" conditions; *Brown v. Board of Education* ruled that segregation was unconstitutional)
- Supports the theme with relevant facts, examples, and details (*Civil War*: the South and the North were divided on the issue of slavery; Lincoln issued the Emancipation Proclamation freeing the slaves in rebelling states; African Americans played a large role in the Civil War; *Little Rock*: Arkansas National Guard would not allow the Little Rock Nine into school; Eisenhower sent federal troops to escort the Little Rock Nine to school for the remainder of the year)
- Demonstrates a logical and clear plan of organization; includes an introduction that states racial issues led the United States into Civil War and continued to cause controversy in the case of Little Rock and a conclusion that states the work of presidents has kept the United States united in times when it seemed impossible

Conclusion: Overall, the response fits the criteria for Level 4. The premise that historians disagree on causes of the Civil War and the connection between the Emancipation Proclamation and the prevention of an alliance between the South and Europe demonstrates a good understanding of the Civil War period. Establishing unresolved racial issues after the Civil War as the basis for the Little Rock crisis is effective and balances the mostly document-driven discussion of Eisenhower's action and its impact.

In the Constitution of the United States the president is granted power as the Commander in chief. This power enables him to use the military to resolve both foreign and domestic issues. While most disputes requiring American military involvement have been overseas, a number of incidences have occurred in the United States. Presidents have used their power as commander in chief to use military force in order to resolve problems created during the Bonus March and at Little Rock, Arkansas.

After World War I, war veterans were promised a bonus intended to reward them for their wartime service. They waited for the government to pay them early, but because the desperation of the depression, left them without jobs or food to feed their families. The veterans, 'Bonus Marchers,' marched on Washington D.C. in 1932 and camped near the capitol. They believed that if the government could open the treasury to banks and railroads then they should be paid. (document 4) Unfortunately for them the government was also facing the depression and President Hoover and the Senate were not in favor of granting an early bonus. President Hoover realized that some of the people camped in 'Hoovervilles' outside the capitol were not going to disperse, especially not after the defeat of the bonus bill. (document 4) Hoover decided to send

the military to remove all remaining marchers as peacefully as possible. (document 5)

The actions taken by the president to stop the bonus marchers from badgering Congress and being unruly were not seen as favorable by the American public. Most people were appalled that he would order troops on veterans and others who gave more thought to the situation were bothered by his trying to take away the veterans voice. Many realized the only way to show Hoover how they felt was to make him 'pay on March 4' (document 6) by voting him out of presidential office.

When segregation in schools was brought to the Supreme Court in *Brown v. Arkansas Board of Education*, it was ruled unconstitutional and schools were required to integrate the races. In Little Rock, Arkansas local authorities decided they didn't want African American children in their schools. Integration was feared as a threat to their 'sacred' way of life (document 7) and the Arkansas National Guard was sent to block African American students from entering the school. (document 7a) President Eisenhower recognized his executive obligation to enforce the rulings of the Supreme Court. (document 8) He took control of the troops in Arkansas and ordered that they protect the African American children while they attended Little Rock Central High School. (document 8b)

In the eyes of many, the president's action was a way to reinforce the ideas of the Constitution and the results of the civil war. The state of Arkansas had to be shown that despite how the people felt about federal laws, the laws had to be observed. The Little Rock incident reinforced the power of central government over that of state government.

On a more immediate level, the civil rights movement was jump started. The Brown v. Arkansas Board of Education ruling made segregation in schools illegal thus forcing Southern states to integrate or close the schools. Some schools did resist by closing. Little Rock Central High School allowed for integration for one year before finally closing its doors in spite. Other schools in the South wanted to resist but found that they had literally no local protection because they could not keep the schools open and segregated. (document 9)

The president's Constitutional power as commander in chief has allowed many presidents to use military force to solve domestic crises. Two such presidents were Dwight D. Eisenhower and Herbert Hoover. Eisenhower took control of troops to Little Rock, Arkansas to ensure African American children their rights to an integrated education. Hoover used his power to force a group of veterans to disband and disperse. Both incidences were viewed critically in the public eye, and both had an incredible impact on the history of the United States.

Anchor Level 4-B

The response:

- Develops all aspects of the task by discussing the domestic crises faced by President Hoover during the Bonus March and by President Eisenhower in Little Rock but discusses Little Rock more thoroughly than the Bonus March
- Is both descriptive and analytical (*Bonus March*: veterans wanted their bonus early because desperation of the Depression left them without jobs or food to feed their families; veterans believed that if the government could open the treasury to banks and railroads then they should be paid; actions taken by the president to stop the bonus marchers from badgering Congress and being unruly was not seen as favorable by the American public; most people were appalled that Hoover would order troops on veterans and others who gave more thought to the situation were bothered by his trying to take away the veterans' voice; many realized the only way to show Hoover how they felt was to vote him out of presidential office; *Little Rock*: local authorities decided they did not want African American children in their schools; integration was feared as a threat to the Southerners "sacred" way of life; Eisenhower recognized his executive obligation to enforce rulings of the Supreme Court; in the eyes of many, the president's action was a way to reinforce the ideas of the Constitution and the results of the Civil War; the Little Rock incident reinforced the power of the central government over the state government; some schools in the South wanted to resist but found they literally had no legal protection)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Bonus March*: President Hoover and the Senate were not in favor of granting an early bonus because the government was also facing the Depression; President Hoover realized that some of the people camped in Hooverilles outside the Capitol were not going to disperse, especially after the defeat of the bonus bill; *Little Rock*: segregation was ruled unconstitutional in *Brown*; some schools did resist the *Brown* decision by closing; Little Rock Central High School allowed for integration for one year before closing its doors)
- Supports the theme with relevant facts, examples, and details (*Bonus March*: Bonus Marchers marched on Washington, D.C., and camped near the Capitol; World War I veterans were promised a bonus for their wartime service; military was sent to remove all remaining marchers as peacefully as possible; *Little Rock*: Arkansas National Guard was sent to block African American students from entering the school; Eisenhower took control of the troops in Arkansas and ordered them to protect the African American children while they attended Little Rock Central High School); includes a minor inaccuracy (*Brown v. Arkansas Board of Education*)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that states the impact of each president's action

Conclusion: Overall, the response fits the criteria for Level 4. The linkage made between President Eisenhower's actions at Little Rock and the reinforcement of the central government's power over the state governments that resulted from the Civil War is effective. Although the discussion of the impact of Hoover's action is limited, good analytical conclusions from document information strengthen the response.

The president of the United States holds the power of commander in chief of the nation. With this power, he can enforce domestic policies in America. Examples of such incidents when the president responded to crises at home include the Civil War (1861–1865) and the Bonus March (1932). In both these instances, the president exercised his power to try and resolve domestic problems.

During the four years of the Civil War, President Abraham Lincoln was forced to use executive power to carry out what he thought was right. The issue of the Civil War had long been bubbling between the North and the South. Sectional differences and the idea of nullification, which is the state's right to declare federal law null and void, had increased the tensions of the nation. When South Carolina first seceded, though, Lincoln's only goal was to preserve the union (Doc. 1). He stated that he would do what was absolutely necessary to keep the American nation together, but the North and South could not survive without each other (Doc. 1). So when he issued the Emancipation Proclamation, it was needed to end the Civil War (Doc. 2). Lincoln used his executive power to free all ~~African American~~ slaves in the rebellious states and command Union troops to protect the freedom of these people (Doc. 2). The Proclamation was a victory for the North because it weakened the South's high

ground. If the seceded States were no longer fighting to preserve slavery, they were just a rebellion that needed to be controlled. Lincoln also used his power to integrate African-Americans into the military (Doc 3). Once slaves were freed, they could be used to create a large fighting force that would be helpful for the Union (Doc. 3A). African-Americans also served as carpenters, cooks, and laborers and women worked as scouts, spies, and nurses (Doc. 3B). Once Lincoln instituted this idea the blacks could help the Union cause, ~~however~~ people began to accept their contributions. Lincoln's use of executive power greatly sped up the Civil War and brought its end. Abraham Lincoln is a fine example of how the president can exercise extensive power to benefit the nation.

The actions of Herbert Hoover in response to the Bonus Army's march on Washington was not as effective as Lincoln's in resolving the issue. During the Depression unemployment was extremely high and President Hoover believed that the government should stay away from direct aid. This led to many poor people who were angry at the government. One group of these people was the Bonus Expeditionary Force, or Bonus Army. In June of 1932, the "army" of WWI veterans marched on Washington D.C., and demanded their bonus for the war to be paid early (Doc. 4). The men remained

camped out in the city, refusing to leave until they received their money (Doc. 4). Most likely, if Congress had just passed the bill and Hoover approved it, the troops would have just gone home and one more segment of the population would no longer be destitute (Doc 4). Instead of trying to appease or compromise with the Bonus Army, Hoover ordered General MacArthur to use military force and remove the veterans from Washington D.C. (Doc 5). Of course, the men resisted and American troops ended up having to forcibly move the veterans out of the city. This was not a beneficial political move for Hoover. Unlike Lincoln's actions, there was no need to use troops to harm American veterans. Many politicians were turned away from the Republican party because of Hoover's actions (Doc 6). The president's exercise of executive power did not help the nation.

Many times the president has a need to use extensive power to defeat a domestic crisis. Abraham Lincoln successfully ended the civil war with his Emancipation Proclamation and integration of African Americans into the military. Herbert Hoover failed to resolve the Bonus Army's March and led to his ~~Republican~~ party's disgrace. Whether a president's use of power is good or bad depends on the need of the nation at that time.

Anchor Level 3-A

The response:

- Develops all aspects of the task with little depth by discussing the domestic crises faced by President Lincoln in the Civil War and by President Hoover during the Bonus March
- Is more descriptive than analytical (*Civil War*: the issue of the Civil War had long been bubbling between the North and South; Lincoln used his executive power to free all slaves in the rebellious states; freed slaves could be used to create a fighting force that would be helpful for the Union and people began to accept their contributions; Lincoln is a good example of how the president can exercise extensive power to benefit the nation; *Bonus March*: the actions of Herbert Hoover in response to the Bonus Army's march on Washington were not as effective as Lincoln actions; Bonus Expeditionary Force was one of the groups who were angry with the government for not providing direct aid; if Congress had passed the bill and Hoover approved it, the veterans would have just gone home and one more segment of the population would no longer be destitute; Hoover did not try to appease or compromise with the Bonus Army; forcibly removing the veterans was not a beneficial political move for Hoover; Hoover's exercise of executive power did not help the nation)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*Civil War*: sectional differences and the idea of nullification had increased the tensions of the nation; Lincoln's only goal was to preserve the Union when South Carolina seceded; Emancipation Proclamation was a victory for the North because it weakened the South's ground; Lincoln's use of executive power sped up the Civil War and brought its end; *Bonus March*: Hoover believed that the government should stay away from direct aid during the Depression; veterans remained camped out in the city, refusing to leave until they received their money; veterans resisted and American troops ended up having to forcibly move them out of the city)
- Includes some relevant facts, examples, and details (*Civil War*: Lincoln issued the Emancipation Proclamation to end the Civil War; African Americans served as carpenters, cooks, and laborers and women worked as scouts, spies, and nurses; *Bonus March*: unemployment was extremely high during the Depression; Hoover ordered General MacArthur to use military force and remove the veterans)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that states a president's use of power may lead to good or bad results

Conclusion: Overall, the response fits the criteria for Level 3. The comparison of Lincoln's use of executive power during the Civil War and Hoover's actions toward the Bonus Army is effective. Although historical information provides a good context for the interpretation of documents, scattered analytical statements lack development.

Throughout US history, the President has had the power to use federal troops to maintain order. Abraham Lincoln was forced to use troops to preserve the Union in the Civil War. ~~Herbert Hoover~~ Eisenhower was forced to send Federal troops to Little Rock school to enforce federal laws. Both of these presidents responded to national crisis in the only way possible at the time; with the use of federally controlled troops.

Tension had been mounting between Northern and Southern states decades before the war broke out. A balance in the Senate had continuously struggled to survive with help from the Missouri Compromise of 1820 and the ~~Compromise~~ Compromise of ~~1850~~ 1850. Southerners had become increasingly mistrustful of Northerners because of the growing abolitionist movement led by people like William Lloyd Garrison and Sojourner

Truth. Garrison had published radical abolitionists articles in his newspaper The Liberator for years. Tension finally erupted when first South Carolina seceded, soon to be followed by others. Lincoln declared these states in a state of rebellion. He declared that he would attempt foremost to restore the union, come what may with slavery (Doc 1). ~~This~~ ^{objective} ~~later~~ His stance on Slavery became evident when he issued the Emancipation proclamation (Doc 2). He issued this to help ~~to~~ win the war. He hoped that the newly freed blacks would join up with the Union Army. He actually hoped a Black division would be created (Doc 3a). Unfortunately, the Emancipation Proclamation ~~was~~ never freed any slaves. Life continued the same for most slaves. It did cement however the fact that the war was really about slavery. It was the first time this

had been officially stated. Southerners now earnestly fought to maintain their way of life. Radical abolitionists were unhappy that it did not free all slaves.

The Little Rock crisis took place in a small town in ~~Arkansas~~ ^{Arkansas}. The Supreme Court had just declared separate but equal unconstitutional in the case of Brown v. Board of Education. The Little Rock Nine, a group of nine Black students attempted to attend the ~~school~~ high school in Little Rock, but were turned away by the National Guard (Doc 7a). President Eisenhower responded to the situation by ordering federal troops to enforce the Supreme Court's Decision (Doc 8a). With the help of the troops, ~~the~~ paratroopers in this case were the closest available troops, the Black students were able to attend high school (Doc 8b).

The president's action resolved the immediate crises in Little Rock. The students were able to attend class. His action also set the precedent for other similar cases, and so helped to change the South from segregationist to integrationist.

Both Lincoln and Eisenhower responded to their respective crisis as best they could. Both were eventually successful in resolving these crises. It can be clearly seen that Federal intervention in the Civil War and at Little Rock helped to end these domestic problems.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth by discussing the domestic crises faced by President Lincoln in the Civil War and President Eisenhower in Little Rock
- Is both descriptive and analytical (*Civil War*: Lincoln declared that he would attempt to restore the Union; Lincoln's stance on slavery became evident when he issued the Emancipation Proclamation; the Emancipation Proclamation was issued to help win the war; Lincoln hoped that the newly freed blacks would join up with the Union army; Lincoln hoped a black division would be created; Emancipation Proclamation cemented the fact that the war was really about slavery, which was the first time this was officially stated; *Little Rock*: Eisenhower ordered federal troops to enforce the Supreme Court's decision; the President's action resolved the immediate crisis in Little Rock and set the precedent for other similar cases; Little Rock helped to change the South from segregationist to integrationist); includes faulty and weak application (no slaves were freed by the Emancipation Proclamation; Little Rock was a small town in Arkansas)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*Civil War*: tension had been mounting between Northern and Southern states for decades before the war broke out; Southerners became increasingly mistrustful of Northerners because of the growing abolitionist movement led by William Lloyd Garrison and Sojourner Truth; Garrison had published radical abolitionist articles in his newspaper *The Liberator* for years; tension finally erupted when South Carolina seceded and was followed by others; Lincoln declared the seceded states to be in a state of rebellion; life continued the same for most slaves; after the Emancipation Proclamation, Southerners earnestly fought to maintain their way of life; radical abolitionists were unhappy that the Emancipation Proclamation did not free all slaves; *Little Rock*: in *Brown v. Board of Education*, the Supreme Court declared separate but equal unconstitutional; paratroopers were the closest available troops)
- Includes some relevant facts, examples, and details (*Civil War*: Lincoln issued the Emancipation Proclamation; *Little Rock*: the Little Rock Nine attempted to attend the high school in Little Rock but were turned away by the National Guard; federal troops helped black students attend the high school); includes a minor inaccuracy (Missouri Compromise of 1825)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion based on the idea that federal military intervention in the Civil War and at Little Rock were needed and helped end the crises

Conclusion: Overall, the response fits the criteria for Level 3. Historical development of tensions leading to the Civil War and the impact of Lincoln's Emancipation Proclamation demonstrate a good understanding of that time period. The reliance on document information in the discussion of Little Rock and the broad generalizations throughout weaken this response.

The Civil War and the Bonus March led the President to use his military powers to respond to a domestic crisis. In both circumstances the president was willing to do anything to garner the results he wanted. Woodrow Wilson responded to the Civil War by freeing the slaves and Herbert Hoover responded to the Bonus March by ordering the army to remove the veterans.

At the start of the Civil War Lincoln declared that his only goal was to preserve the Union. (Doc. 1) If that meant he needed to free all the slaves or none at all he would do it. As the Civil

War progressed Lincoln decided to use his powers as Commander in Chief of the United States to free the Southern States slaves. (Doc. 2)

He did this not because he was an abolitionist but because it would keep the Southern Economy while gaining support from Northerners.

Lincoln expanded on this by convincing people like Andrew Johnson that they would

raise an African-American military force (Doc. 3a). He did this because he needed more troops and because he knew it would dishearten the South to fight against their former slaves. By the end of the war 179,000 blacks served as soldiers and 40,000 of them gave their lives to the cause of the Union. (Doc. 3b) Thus, Abraham Lincoln in his quest to save the Union ended up freeing ~~the~~ slaves and bringing blacks into the army. By freeing the slaves Abraham Lincoln sounded the death knell for the Southern society and economy by removing their source of free labor. He also started the ~~off~~ African-Americans on the road to becoming the ~~new~~ ~~from~~ achieving complete equality.

Several years after the beginning of the Great Depression 15,000 veterans of World War I gathered in Washington D.C. to demand the bonus they were promised ~~for~~ for fighting. In the House of Representatives the

Patman bill, which promised to ~~and~~ give the marchers their bonuses, was passed. (Doc 4)

Even though the Senate was sure to not pass the bill president Herbert Hoover decided to act. He through the Secretary of War Patrick J. Hurley ordered the army to clear the Bonus Army out of Washington, D.C. (Doc 5)

The Army acted by using force of arms to forcibly remove the marchers from the city. This action turned society against Herbert Hoover. Politically veterans like Clark Booth and William Taylor denounced Hoover and promised to make his pay on Inauguration Day. (Doc 6)

Hoover caused society to turn against him and ^{the Republican Party} elected ^{democrat} Franklin Delano Roosevelt as president

In both the Civil War and Bonus march the sitting president found it necessary to use their military powers to solve a domestic issue.

Lincoln freeing the slave ^{helped} preserve the Union and set the stage ~~for~~ for Equality while Hoover's forced removal of the Bonus Army caused an uproar and

*shockwave that would ^{help} remove
him from office.*

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth by discussing the domestic crises faced by President Lincoln in the Civil War and President Hoover during the Bonus March
- Is more descriptive than analytical (*Civil War*: Lincoln decided to use his power as commander in chief of the United States to free the slaves in the Southern States; Lincoln convinced people like Andrew Johnson that they should raise an African American military force; in his quest to save the Union, Lincoln ended up freeing slaves; *Bonus March*: marchers were forcibly removed from Washington, D.C.; Hoover's actions turned society against him and veterans denounced him)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates limited relevant outside information (*Civil War*: Lincoln freed the slaves in the South not because he was an abolitionist but because it would weaken the Southern economy and gain support from Northerners; by freeing the slaves, Lincoln sounded the death knell for the Southern society and economy by removing their source of free labor; Lincoln started African Americans on the road to achieving complete equality; *Bonus March*: society turned against Hoover and the Republican party by electing Democrat, Franklin D. Roosevelt, as president)
- Includes some relevant facts, examples, and details (*Civil War*: at the start of the War, Lincoln declared that his only goal was to preserve the Union; blacks served as soldiers and some gave their lives to the Union cause; *Bonus March*: several years after the beginning of the Great Depression, World War I veterans gathered to demand their bonuses; the army was ordered to clear the Bonus Army out of Washington, D.C.)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that mention the results of President Lincoln's and President Hoover's use of military power to solve a domestic crisis

Conclusion: Overall, the response fits the criteria for Level 3. Conclusions drawn about the impact of presidential actions on American society reflect some analysis. However, few of the specific historical references are adequately developed and this weakens the response.

The President of the United States has been granted power as the commander in chief by the Constitution. While the president has used his military powers to commit troops overseas, he has also used this power to respond to domestic crises. Three such domestic crises were the Civil War (1861-1865), the Bonus March (1932) and Little Rock, Arkansas (1957). All of these domestic crises were due to either slavery, or the abolition of slavery. Every action taken by the President has impacted the society of the U.S. drastically.

One major domestic crisis of the history of the United States is the Civil War (1861-1865). The Civil War was a war between the Union and the Confederacy. President Abraham Lincoln was the president of the United States at the time and therefore has the power to respond to the war. He did so in several different ways. President Lincoln's main reason for fighting was to preserve and save the Union. Not to abolish slavery which is a common misconception. He stated that "If I could save the Union without freeing any slave I would do it..." The historical circumstances leading to the civil war were: slavery, trade, economy and industry. President Lincoln took many actions as Commander in Chief to resolve this domestic crisis. He issued the Emancipation Proclamation which freed slaves. The reasoning for this was that he hoped that by doing so

and freeing the slaves he would end the rebellion. Another thing that President Lincoln did as a result of his powers of commander in chief is that he thought of, and brought up the idea of having an African American military force. President Lincoln thought that by the Confederacy seeing thousands of African American soldiers, it would make them end the rebellion. By doing these things to try and end the domestic crisis of the civil war, President Lincoln made quite an impact on American Society. The Union won; slaves gained their freedom, and we became the United States of America.

Another time in history when a president used his powers of commander in chief to solve domestic crisis is the Little Rock, Arkansas. (1957). This particular instance was because of the desegregation of public educational facilities. Southern States did not want to desegregate school systems, regardless of the laws. White southerners also didn't want African Americans to go into white schools because it symbolized the south's defeat in the civil war. President Eisenhower used his powers of Commander in Chief to use federal soldiers to escort the Little Rock nine to and from classes etc. to ensure their safety. By doing so, President Eisenhower impacted society into desegregating schools and sending the message out that if you fail to desegregate schools, it will

be done anyway. This point in history was the turning stone of desegregated public facilities.

Throughout history, Presidents of the United States have been able to use their powers of Commander in Chief to respond to domestic crisis. By doing so, many presidents have impacted racial issues throughout our history and made the United States into what it is today.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task by discussing the domestic crises faced by President Lincoln in the Civil War and President Eisenhower in Little Rock
- Is primarily descriptive (*Civil War*: Lincoln hoped by freeing the slaves he would end the rebellion; Lincoln brought up the idea of having an African American military force; Lincoln thought if the Confederacy saw thousands of African American soldiers, they would end the rebellion; *Little Rock*: white Southerners did not want African Americans to go into white schools because it symbolized the South's defeat in the Civil War; Eisenhower's actions led to the desegregation of schools and sent the message if you fail to desegregate the schools, it will be done anyway); includes faulty and weak application (we became the United States of America as a result of the Civil War)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates limited relevant outside information (*Civil War*: it was a war between the Union and the Confederacy; Lincoln's main reason for fighting the war was not to abolish slavery which is a common misconception; slavery, trade, economy, and industry all led to the Civil War; the Union won the Civil War and slaves gained their freedom; *Little Rock*: the crisis at Little Rock, Arkansas, was because of the desegregation of public educational facilities; Southern states did not want to desegregate school systems regardless of the laws)
- Includes relevant facts, examples, and details (*Civil War*: Lincoln's main reason for fighting the war was to preserve and save the Union; Lincoln issued the Emancipation Proclamation; *Little Rock*: powers of commander in chief were used to use federal soldiers to escort the Little Rock Nine to and from classes to ensure their safety); includes an inaccuracy (the Civil War, the Bonus March, and Little Rock, Arkansas were due to either slavery or the abolition of slavery)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that state many presidents have had an impact on racial issues throughout our history

Conclusion: Overall, the response fits the criteria for Level 2. Although the historical circumstances leading to the Civil War are listed without explanation and the Emancipation Proclamation is overgeneralized, document interpretation is generally accurate. However, the stated impacts of both presidential actions demonstrate a limited understanding of this aspect of the question.

The executive branch of the government of the United States is headed by the president of the United States. The president is granted power as the commander in chief by the Constitution. Presidents have used this power to respond to domestic crises. Two such crises are the Bonus March (1932) and Little Rock, Arkansas (1957).

The Bonus March (1932) was a protest by WWI veterans to receive their bonuses early. The hard times of the Great Depression was felt by all. WWI veterans banded together in the B.E.F (Bonus Expeditionary Force) and marched on the Capital. They wanted legislation, the Patman Bill, ~~Doc 4~~, discussed in Doc 4, passed. President Herbert Hoover ordered Gen. Douglas MacArthur, Doc 5, to lead federal troops to break up the protest. One impact on American society was the discontent with the president's decision. As described in Doc 6 some Republicans even turned Democrat.

The 1954 Brown v Board of Education officially desegregated public schools. When enacted at Little Rock, Arkansas the residing governor prevented African American students from entering

school with national guard troops. ^{Doc 7a} Eisenhower, president of the United States, enforced the Supreme Court decision by federalizing the troops and ordered them to escort the Afro-American students, Doc 8b. One major impact of this action was the complete desegregation of public schools, Doc 9.

The President of the United States is granted the power of Commander in Chief. In the Bonus March (1932) and Little Rock, Arkansas (1957) this power was used to respond to domestic crises.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task by discussing the domestic crises faced by President Hoover during the Bonus March and President Eisenhower in Little Rock
- Is primarily descriptive (*Bonus March*: World War I veterans banded together in the Bonus Expeditionary Force and marched on the capital; veterans wanted the Patman bill passed; American society was discontented with Hoover's decision and some Republicans became Democrats; *Little Rock*: Eisenhower enforced the Supreme Court decision by federalizing troops); includes faulty and weak application (major impact of Little Rock was the complete desegregation of public schools)
- Incorporates limited relevant information from documents 4, 5, 6, 7, 8, and 9
- Presents little relevant outside information (*Bonus March*: hard times of the Great Depression were felt by all; *Little Rock*: 1954 *Brown v. Board of Education* officially desegregated public schools; the residing governor of Little Rock prevented African American students from entering school with National Guard troops)
- Includes few relevant facts, examples, and details (*Bonus March*: a protest by World War I veterans to receive their bonuses early; General MacArthur was ordered to lead federal troops to break up the protest; *Little Rock*: federal troops were ordered to escort the African American students)
- 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 2. The discussion consists of brief responses to each aspect of the task, using a brief summary of document information. However, the inclusion of a few statements of outside information strengthens the response.

The president of these United States of America, is also its commander and chief of the Armed forces. While he has the power to send troops overseas, he also has the power to respond to national crises ~~in~~ here at home. As seen in events such as The Bonus March of 1932 and the events that took place in Little Rock, Arkansas in 1957 where the President sent over federal troops in response to crises ~~in~~.

During The Bonus March of 1932, ~~all~~ World War One troops marched along Washington D.C. in protest. They demanded the "immediate cashing of Adjusted Service Compensation certificates at a cost of ~~the~~ 2,400,000,000 dollars in printing press money". (Doc 4). And although the bill was likely to be passed, Congress stopped another bill on the back of it that was sure to become vetoed.

In response to this Bonus army, President Herbert Hoover sent in federal troops in order to break up the protest. "You will have United States troops proceed immediately to the scene of disorder... Surround the affected area, and clear it without delay" (Doc 5). This action is an example of the president exercising his power as commander

in debt. The president then received very bad press as a result of his actions. His former supporters even ~~the~~ denied their support of the President.

The Little rock crisis in Arkansas is another example in which we see presidential action taken in response to a crisis. Due to a Supreme legislative law that had recently been passed, ~~which called for desegregation, African American students~~ which called for desegregation, ~~the~~ Nine African American students attempted to attend a previously white only public school. They were met at the front gates by dozens of angry mobs ~~and~~ and by the Arkansas national guard. "On September 4th, after walking a virtual gauntlet of hysterical whites to reach the front door of Central High, the Little rock Nine were turned back by Arkansas National Guardsmen. The white crowd whooped and cheered, stomped and whistled" (Doc 76)

In response to this disobedience of a Supreme court decision, The president then sent in federal troops in order to enforce the law. "I have today issued an executive order directing the use of troops under federal order" (Doc 9).

As seen in the The Boss movie and the Little rock cases, the President is allowed to exercise

his rights consider in order to send federal
troop to respond to a National crisis

Anchor Level 2-C

The response:

- Minimally develops most aspects of the task by discussing the domestic crises faced by President Hoover during the Bonus March and President Eisenhower in Little Rock but fails to mention the resolution of the crisis in Little Rock or its impact on American society
- Is primarily descriptive (*Bonus March*: Hoover received very bad press as a result of his actions; *Little Rock*: federal troops were sent in after disobedience of a Supreme Court decision)
- Incorporates limited relevant information from documents 4, 5, 6, 7, and 8
- Presents little relevant outside information (*Bonus March*: World War I veterans marched in Washington, D.C., in protest; Congress slapped another bill on the back of the Patman bill that was sure to become vetoed)
- Includes few relevant facts, examples, and details (*Bonus March*: federal troops were sent in order to break up the protest; former Hoover supporters denied their support of the President; *Little Rock*: African American students attempted to attend a previously white only public school; African American students were met at the front gates by dozens of angry mobs and by the Arkansas National Guard); includes an inaccuracy (*Little Rock*: a legislative law which called for desegregation was passed)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Direct quotations and explanations of those quotations form the basis of the response. An understanding of the documents is demonstrated in the methodical discussion; however, the lack of sufficient historical facts and details to support the document information weakens the effort despite the inclusion of some outside information.

The president of the United States has been granted powers as the commander in chief by the Constitution. While the president has used Military powers to commit troops overseas, he has also used this power to respond to domestic crisis. Two such domestic crises are the Civil war, and the Bonus March. Both of these crises had an impact on United States history.

In the Civil war, it was a war between the North and the South. The war started because of Slavery. The South started to protest stuff and they wanted to fight. So President Lincoln said the main reason he is fighting the war is to preserve and save the Union. (Goal) He is hoping to achieve the feeling of the slaves in the Emancipation Proclamation. Lincoln thought that the blacks could help stop the war and preserve the Union. After the war he did kinda save the Union and he helped save some of the slaves.

Another domestic crisis is the Bonus Army. The bonus Army was WWI veterans that wanted the bonus money for serving the war before the the Great Depression would hit. So they set up a camp on Capital Hill and protest their actions.

Hoover did not like this. So he ordered General MacArthur to clear it out without delay (Doc 5). MacArthur burned down the ~~pe~~ veterans camp and destroyed it. Many people did not like Hoover's decision. For example, One politician ~~may~~ changed from Republican to Democrat (Doc 6). The Action taken by Hoover was wrong and the Veterans did not get their money because we did not have it.

Both of these domestic crises shaped American history. Some of them were good and some of them were bad.

Anchor Level 1-A

The response:

- Minimally develops all aspects of the task by discussing the domestic crises faced by President Lincoln in the Civil War and President Hoover during the Bonus March
- Is descriptive (*Civil War*: Lincoln thought blacks could help stop the war and preserve the Union; Lincoln did kind of save the Union; *Bonus March*: many people did not like Hoover's decision; action taken by Hoover was wrong); includes faulty and weak application (*Civil War*: Civil War started because of slavery; South started to protest stuff and they wanted to fight; Lincoln hoped to achieve the freeing of the slaves in the Emancipation Proclamation; *Bonus March*: veterans wanted money for serving in the war before the Great Depression hit)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, and 6
- Presents little relevant outside information (*Civil War*: it was a war between the North and the South; *Bonus March*: MacArthur burned down and destroyed the veterans camp)
- Includes few relevant facts, examples, and details (*Civil War*: main reason for fighting the war was to preserve and save the Union; *Bonus March*: Bonus Army was World War I veterans; Hoover ordered General MacArthur to clear it out without delay); includes an inaccuracy (Bonus Army set up a camp on Capitol Hill)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that notes some domestic crises were good and some were bad

Conclusion: Overall, the response fits the criteria for Level 1. Although all parts of the task are addressed, the impact of both President Lincoln and President Hoover's actions is stated in general terms and contains faulty information. However, the response does demonstrate a minimal understanding of the documents and the task.

The president of the United States has been granted power as the commander in chief by the Constitution. While the president has used his military powers to commit troops overseas, he has also used this power to respond to domestic crises. Two domestic crises are the Civil War from 1861-1865 and Little Rock, Arkansas in 1957.

President Lincoln entered the Civil War because he wanted to save the union (Document 1). President Lincoln⁴ was hoping to end the war & to free the slaves with the issuing of the Emancipation Proclamation. (Doc 2) Andrew Jackson wanted to start a black army troop but Lincoln wouldn't let him. (Doc 3a). Throughout the Civil War, black women were nurses, spies and scouts. ^(Doc 3b) One of the most famous black women is Harriet Tubman. She helped free south, black slaves with the Underground Railroad. The Underground Railroad was a route blacks took from the south to the north to escape slavery.

In 1957, in Little Rock, Arkansas blacks were not ~~also~~ allowed to attend Central High School (Document 7a). The whites didn't want blacks attending because of the South's defeat in the war between the states (Document 7b). President Eisenhower issued an executive order directing the use of troops under federal authority to help in Little Rock, Arkansas (Document 8a). President Eisenhower took that action because justice still continues. In September 1957, ~~white~~ ^{federal} ~~state~~ troops escorted Little Rock Nine to their classes at Central High School (Document 8b).

There are many crises that Presidents have to deal with. The presidents have to come up with an idea that will help save the country not just themselves.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task by discussing the domestic crises faced by President Lincoln in the Civil War and President Eisenhower in Little Rock
- Is descriptive (*Civil War*: Lincoln entered war because he wanted to save the Union; Lincoln was hoping to end the war with the issuing of the Emancipation Proclamation; *Little Rock*: whites did not want blacks to attend Central High School because of the South's defeat in the War Between the States)
- Incorporates limited relevant information from documents 1, 2, 3, 7, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Civil War*: black women served as nurses, spies, and scouts in the Civil War; *Little Rock*: in 1957, blacks were not allowed to attend Central High School; an executive order was issued directing federal troops to help in Little Rock; federal troops escorted the Little Rock Nine to their classes at Central High School); includes an inaccuracy (Andrew Jackson wanted to start a black army troop, but Lincoln would not let him)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The statements about Harriet Tubman and the Underground Railroad are accurate; however, they are not relevant to the task. Although some document information is misinterpreted and inadequately explained, the response does demonstrate a limited understanding of the task.

Presidents in American History have had to take action in domestic crisis. The Bonus March and Little Rock, Arkansas are two examples of domestic crisis. President Hoover and Eisenhower had to use their presidential authority to solve these problems. Both had great impacts on American society. Some crisis are extreme and need to be dealt with by the president of the United States.

The Bonus March is an incident that occurred in 1932 under President Herbert Hoover. Several thousand World War I veterans camped in Washington D.C. demanding the Bonus they were promised for 1945. The United States was in a state of Great Depression and "The Bonus Army", as they called themselves, believed they were entitled to the bonus early to feed their starving families. The final say by the government didn't allow the bonus army to claim their bonus, for serving in World War I, thirteen years early. Some thousands left Washington D.C. and returned home in search of money, but some stayed. President Hoover believed it necessary to bring the U.S. Army to Washington D.C. to remove the bonus army. Document 5 shows a letter to Douglas MacArthur telling him to clear this area of disorder without delay. All prisoners were to be turned over to the civil authorities, and women and children were to be treated with kindness and consideration. These actions taken by Hoover lost him popularity with society. Document 6 shows vice chairman of Hoover's campaign expressing his displeasure with Hoover's actions. The bonus army faced the U.S. army who they once fought with. These actions cost Hoover the next election. He lost to president Franklin D. Roosevelt.

Another crisis in American History was Little Rock, Arkansas in 1957. Segregation was declared unconstitutional in the court case *Brown v. the board of education*. Because of this segregation became illegal in public institutes. In

Little Rock, Arkansas, the governor believe he could not keep the peace and enforce integration at the same time. He ordered guards to turn away African Americans attempting to enter the school in Little Rock. Document 7a shows an African American student being terrorized by a mob of angry whites and being turned away from school. President Dwight D. Eisenhower realized the disobedience of the constitution by Little Rock, and ordered Federal guards to escort the nine African American student, known as Little Rock Nine, safely to their classes. This order is shown in Document 8a+b. This action taken by the president angered racist whites, and caused 34 cases of desegregation resisted. This can be seen in Document 9. White, racist, southerners believed desegregation was a disgrace, and a reminder of the South's loss in the Civil War. This angered the southern society greatly.

Many crisis' become out of hand and need to be dealt with on a presidential level. The Bonus March (1932) and an incident in Little Rock, Arkansas (1957) are only two example. Federal interference may be necessary and Presidents Hoover and Eisenhower used their power to handle these domestic issues. Both had impacts on society and will be remembered as great occurrences in American History.

The history of the United States is often ~~summarized~~ ^{AND THE REACTIONARY} marked by the struggle between the revolutionary ~~elements~~ ^{elements} of society. The struggle has often shifted from one issue ~~to~~ to another, but generally remains equally fierce and impassioned on either side. Be it a fight for greater civil rights or simply one for a pension, the use of federal intervention often proves the deciding factor in the debate. At the head of the federal intervention ~~often~~ is ~~proves~~ the president and his executive orders. At the arm of federal intervention is the president's bayonet of the U.S. Army.

The laissez-faire economic practices of the Harding ~~Coolidge~~ Coolidge, and Hoover administrations essentially brought on the advent of the Great Depression. Hoover bore the brunt of the blame; angry unemployed adding his namesake to to shacks and empty pockets. Hoover refused to spend government money entirely, but later yielded to such institutions as banks and railroads (Doc. 4). Disgruntled veterans of the first World War gathered in force outside Washington D.C. in support of a proposed bill to grant them their due ~~process~~ pensions (Doc. 4). In opposition to the White House's hands-off policy, the Bonus Expeditionary Force posed a challenge to President Hoover's economic policy of not giving direct aid to the people. When some members of the Bonus Army refused to leave, President Hoover

veterans of the first World War gathered in force outside Washington DC in support of a proposed bill to grant them their due pensions (Doc 4) In opposition to the White House hands-off ~~policy~~ ordered General Douglas MacArthur ~~to suppress~~ to suppress the B.E.F. insurrection and make all necessary arrests (Doc 5) This was quickly and expertly done, to the ruin of the Bonus Army's cause. In consequence, however, Hoover lost the support of many of his best Republican allies, who were horrified at the lack of respect for the veterans of the Great War (Doc 6) In siding with the entrenched business reactionaries, Hoover also strengthened the Democratic Party, whose opposition to Hoover would win them the elections in 1932.

The southern states, resenting the memory of the Civil War and reconstruction, passed a number of laws in the following decades that changed southern ~~landscapes~~ landscape into one different from that of the North. Jim Crow laws, as they were called, segregated schools and public facilities into white and black sections. With support from civil rights activists, the Supreme Court ruled in favor of desegregation in *Brown vs. Board of Education* in the 1950's. Southern states stubbornly refused ~~to~~ to admit black students to ~~previous~~ previously all-

white schools; in Little Rock, Arkansas, ~~the~~ the state ~~no~~ national guard was called out to turn back hopeful black students (Doc 7a) while mobs of segregationists yelled and ~~so~~ intimidated them. President Eisenhower, seeing the ~~crises~~ ~~so~~ crisis erupt in the Little Rock streets, decided that the proper course of action was to enforce federal law with federal might ~~by~~ deploying the U.S. Army to escort the black students into school (Doc 9a) Although many southern states continued to resist the federal government, passing laws aimed at protecting segregation within the state borders, (Doc 9) Eventually, these laws were defeated, and federal desegregation legislation ~~is~~ prevailed and public facilities were made totally equal.

With varying degree of success, the executive branch has spurred change (or lack thereof) in society with ~~military~~ military might.

Document-Based Essay—Practice Paper – C

The job of the President is very hard and he has to make a lot of important decisions. He has had to use his power to respond to domestic crises. Two such domestic crises were the Civil War (1861-1865) and Little Rock, Arkansas (1957).

The Civil War (1861-1865) caused the President to take necessary actions to resolve it. As stated in document 1, President Lincoln's wanting to save the Union led to the Civil War. He felt he should save it the shortest way. Lincoln issued the Emancipation Proclamation in which he hoped would achieve the freedom of slaves so he could save the Union. As stated in document 3b the impact was 40,000 soldiers dying and 30,000 of infection or disease.

Little Rock, Arkansas (1957) dealt with racial segregation. As said in document 7a, a black student tried to attend a white school but was turned away and surrounded by mobs of white kids. This led to Little Rock, Arkansas. The white citizens of Little Rock, Arkansas did this because they were to do so. President Dwight D. Eisenhower issued the Executive Order because it was to direct the use of troops under Federal authority to aid in execution of Federal Law as said in document 8a. He also sent troops to escort Little Rock Nine to School. Document 9 states desegregation was stalemated. It had entrenched itself behind thirty-four new segregation barriers.

The President of the U.S. has been granted power as the Commander in Chief by the Constitution. The president must take several actions to help resolve a crisis going on. He uses his power to respond to domestic crises and uses his military powers to commit troops overseas.

Document-Based Essay—Practice Paper – D

The Constitution of the United States grants the president power as commander in chief. Not only does he use his military powers to commit troops overseas, but he also uses his powers on the domestic front. The extent to which his powers have been used has been a controversial issue for many people. Many people do not believe that sending in the troops to end a riot is necessary or constitutional. Two instances in which the United States army was involved on the domestic front are the Bonus March and the Little Rock situation.

The Bonus March took place in 1932 when a group of World War I veterans marched to Washington D.C. to demand the bonus they were promised to serve the country. Also called the Bonus Expeditionary Force, the veterans needed their bonus as a form of relief from the Depression (Doc 4). Their reasoning for what they were doing was "to right some vague wrong—a wrong somehow bound up in the fact the Government had opened its Treasury to banks, railroads, and the like but closed it to needy individuals." To resolve the crisis President Hoover ordered General Douglas MacArthur to send in the troops to put an end to the rioting (Doc 5). As a result of his decision President Hoover lost support from several people. William Taylor, a veteran of World War I said that it only an "attempt to get that to which they are entitled." (Doc 6) His decision was rash and unnecessary.

In 1957 another crisis arose in which the United States army had to be involved. On September 4, 1957 in the small town of Little Rock, Arkansas, Elizabeth Eckford, a black student, was turned away from entering a white school. (Doc 7) The segregationist whites of the small town did not want the Little Rock Nine to be allowed admission into the school. In response to the mobs attacking the students President Eisenhower had to send in the troops to protect them. He did this by issuing the Executive Order (Doc 8).

On September 25, 1957 troops escorted the students into their classes. As a result, Eisenhower declared desegregation of all schools.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with little depth by discussing the domestic crises faced by President Hoover during the Bonus March and President Eisenhower in Little Rock
- Is more descriptive than analytical (*Bonus March*: the Bonus Army believed they were entitled to the bonus early to feed their starving families; President Hoover’s actions toward the Bonus Army lost him popularity; Bonus Army faced the United States Army whom they once fought with; *Little Rock*: president’s action angered racist whites who believed desegregation was a disgrace and a reminder of the South’s loss in the Civil War)
- Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Bonus March*: several thousand World War I veterans camped in Washington, D.C., demanding the bonus they were promised in 1945; the United States was in a state of Great Depression; the final say by the government did not allow the Bonus Army to claim their bonus for serving in World War I early; thousands left and returned home, but some stayed; Hoover’s actions cost him the next election when he lost to Franklin D. Roosevelt; *Little Rock*: segregation was declared unconstitutional in *Brown v. Board of Education*; the governor could not keep the peace and enforce integration at the same time)
- Includes some relevant facts, examples, and details (*Bonus March*: Hoover believed it was necessary to use the United States Army to remove the Bonus Army; *Little Rock*: segregation became illegal in public institutions; the governor of Arkansas ordered guards to turn away African Americans who were attempting to enter the school; Eisenhower ordered federal guards to escort the Little Rock Nine safely to their classes)
- 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 response relies extensively on interpretation of document information, except for the discussion of historical circumstances leading to the Bonus March. The inclusion of sporadic analytical statements strengthens the response.

Practice Paper B—Score Level 4

The response:

- Develops all aspects of the task but does so unevenly by discussing the domestic crisis faced by President Hoover during the Bonus March more thoroughly than the crisis faced by President Eisenhower in Little Rock
- Is more analytical than descriptive (*Bonus March*: disgruntled veterans of the first World War gathered in force outside Washington, D.C., to support a proposed pension bill; in opposition to the White House's hands-off policy, the Bonus Expeditionary Force posed a challenge to President Hoover's economic policy of not giving direct aid to the people; the removal of the Bonus Expeditionary Force was quickly and expertly done to the ruin of the Bonus Army's cause; Hoover lost the support of many of his best Republican allies who were horrified by the lack of respect for the veterans of the Great War; in siding with the entrenched business reactionaries, Hoover also strengthened the Democratic Party; *Little Rock*: Southern states resented the memory of the Civil War and Reconstruction and passed a number of laws that changed the Southern landscape into one different from that of the North; Southern states stubbornly refused to admit black students to previously all white schools; Arkansas National Guard was called out to turn back hopeful black students; Eisenhower decided the proper course of action was to enforce federal law with federal might by deploying the United States Army; Southern states continued to resist the federal government by passing laws aimed at protecting segregation within the state borders; federal desegregation legislation eventually prevailed)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Bonus March*: laissez-faire economic practices of the Harding, Coolidge, and Hoover administrations essentially brought on the advent of the Great Depression; Hoover bore the brunt of the blame for the Great Depression; the angry unemployed added Hoover's name to shacks and empty pockets; some members of the Bonus Army refused to leave; *Little Rock*: Jim Crow laws segregated schools and public facilities into white and black sections; Supreme Court ruled in favor of desegregation in *Brown v. Board of Education* with support from civil rights activists)
- Supports the theme with relevant facts, examples, and details (*Bonus March*: General MacArthur was ordered to suppress the Bonus Expeditionary Force and make necessary arrests; *Little Rock*: black students were escorted into school by federal troops); includes a minor inaccuracy (public facilities were made totally equal)
- Demonstrates a logical and clear plan of organization; includes an introduction which establishes the premise that federal intervention often proves to be the deciding factor in national struggles and a brief conclusion that states the executive branch has had varying degrees of success

Conclusion: Overall, the response fits the criteria for Level 4. Good historical references are integrated with document analysis to highlight the struggle between revolutionary and reactionary elements during the Hoover presidency. However, the reliance on document interpretation in the discussion of Little Rock weakens the discussion.

Practice Paper C—Score Level 1

The response:

- Minimally develops some aspects of the task by discussing domestic crises faced by President Lincoln in the Civil War and President Eisenhower in Little Rock
- Is descriptive (*Civil War*: President had to take necessary actions to resolve the war; *Little Rock*: dealt with racial segregation; desegregation was stalemated)
- Incorporates limited relevant information from documents 1, 2, 3, 7, 8, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Civil War*: Lincoln issued the Emancipation Proclamation; *Little Rock*: a black student tried to attend a white school but was turned away and surrounded by mobs of white kids; President Eisenhower issued an executive order to direct the use of federal troops to aid in the execution of federal laws; troops were sent to escort the Little Rock Nine to school); includes an inaccuracy (40,000 soldiers died)
- 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. Although the response demonstrates an understanding of the task, some facts cited show a limited understanding of specific documents. The information that is presented is limited in scope and lacks details.

Practice Paper D—Score Level 2

The response:

- Minimally develops all aspects of the task by discussing domestic crises faced by President Hoover during the Bonus March and President Eisenhower in Little Rock
- Is primarily descriptive (*Bonus March*: as a result of his decision, President Hoover lost support; Hoover's decision was rash and unnecessary; *Little Rock*: segregationist whites did not want the Little Rock Nine to be allowed admission into the school)
- Incorporates limited relevant information from documents 4, 5, 6, 7, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Bonus March*: group of World War I veterans marched to Washington, D.C., to demand the bonus they were promised; needed their bonus as a form of relief from the Depression; President Hoover ordered General MacArthur to send in troops to put an end to the rioting; *Little Rock*: Elizabeth Eckford was turned away from entering a white school; President Eisenhower issued an executive order and sent in troops to protect black students from the mob; troops escorted students into their classes); includes some minor inaccuracies (Little Rock was a small town; Eisenhower declared desegregation of all schools)
- Demonstrates a general plan of organization; includes an introduction that is somewhat beyond a restatement of the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Direct quotations from the documents and general document information form the basis of the response. However, the conclusion that President Hoover's action was rash and unnecessary supports the understanding established in the introduction that the use of military force on the domestic front has been controversial.

United States History and Government Specifications Grid June 2008

Part I Multiple Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Change: Individuals other than Presidents	Standards 1, 4, and 5: United States and New York History; Economics; Civics, Citizenship, and Government
Document-based Essay	Presidential Decisions and Actions	Standards 1, 4, and 5: United States and New York History; Economics; Civics, Citizenship, and Government

The *Chart for Determining the Final Examination Score for the June 2008 Regents Examination in United States History and Government* will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> 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.emsc.nysed.gov/osa/exameval>.
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.