

# FOR TEACHERS ONLY

THE UNIVERSITY OF THE STATE OF NEW YORK

# GRADE 8

## INTERMEDIATE-LEVEL TEST SOCIAL STUDIES

### RATING GUIDE

#### BOOKLET 2 DOCUMENT-BASED QUESTION (DBQ)

JUNE 4, 2008

Updated information regarding the rating of this test may be posted on the New York State Education Department web site at <http://www.emsc.nysed.gov/osa/>. Select the link “Examination Scoring Information.” This site should be checked before the rating process and at least one more time before the final scores for the test are recorded.

#### Contents of the Rating Guide

For **Part III A** (scaffold questions):

- A question-specific rubric
- Sample responses for questions scored 0–2

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

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

## Mechanics of Rating

The following are to be used in rating papers for this test. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Manual for Administrators and Teachers for the Grade 8 Intermediate-Level Social Studies Test*.

### Rating the Part III B Essay Question

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

*Introduction to the task—*

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

*Introduction to the rubric and anchor papers—*

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

*Practice scoring individually—*

- Raters score a set of 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 Part III A (Scaffold) 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 test 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 or on the last page of the test packet, and determining the student's final examination score. The conversion chart for this test is located at <http://www.emsc.nysed.gov/osa/> and must be used for determining the final test score.

**Grade 8 Intermediate-Level Social Studies**  
**Part III A Specific Rubric**  
**Document-Based Question—June 2008**

**Document 1**

I am thirty-five years old, married; the father of four children, and have lived in the coal region all my life. Twenty-three of these years have been spent working in and around the mines. My father was a miner. He died ten years ago from “miners’ asthma.”

Three of my brothers are miners; none of us had any opportunities to acquire an education. We were sent to school (such a school as there was in those days) until we were about twelve years of age, and then we were put into the screen room of a breaker to pick slate. From there we went inside the mines as driver boys. As we grew stronger we were taken on as laborers, where we served until able to call ourselves miners. We were given work in the breasts [rectangular rooms] and gangways. There were five of us boys. One lies in the cemetery—fifty tons of top rock dropped on him. He was killed three weeks after he got his job as a miner—a month before he was to be married. . . .

We get old quickly. Powder, smoke, after-damp [poisonous gas], bad air—all combine to bring furrows to our faces and asthma to our lungs.

I did not strike because I wanted to; I struck because I had to. A miner—the same as any other workman—must earn fair living wages, or he can’t live. And it is not how much you get that counts. It is how much what you get will buy. I have gone through it all, and I think my case is a good sample. . . .

We miners do not participate in the high prices of coal. The operators [mine owners] try to prove otherwise by juggling with figures but their proving has struck a fault, and the drill shows no coal in that section. One-half of the price paid for a ton of coal in New York or Philadelphia goes into the profit pocket of the mine owner, either as a carrier [transporter of coal] or miner [mine owner]. . . .

Source: “A Miner’s Story,” *The Independent*, 1902

**Question 1a** Based on this document, identify *two* examples of unsafe working conditions.

**Score of 2 or 1:**

- Award 1 credit (up to a maximum of 2 credits) for each *different* example of unsafe working conditions based on this document  
*Examples:* coal dust in the mines could lead to death from miners’ asthma/lung disease; tons of rock could drop on you and kill you; powder/smoke/after-damp/bad air could combine to bring asthma to lungs

**Note:** To receive maximum credit, two *different* examples of unsafe working conditions must be identified. For example *dust in the mines could lead to trouble breathing* and *dust in the mines could lead to miners’ asthma* are the same example expressed in different words. In this and similar cases, award only *one* credit for this question.

**Score of 0:**

- Incorrect response  
*Examples:* there were no opportunities to acquire an education; prices of coal were high; miners went on strike; low wages were paid; miners got old quickly
- Vague response that does not answer the question  
*Examples:* working conditions were unsafe; people lived in the coal region; three brothers were miners; miners died
- No response

**Question 1b** According to this document, who received the largest part of the profit for the sale of a ton of coal?

**Score of 1:**

- States that the **mine owner** received the largest part of the profit for the sale of a ton of coal  
*Other Acceptable responses:* operator; carrier; transporter of coal

**Score of 0:**

- Incorrect response  
*Examples:* workers; driver boys; laborers; miners
- Vague response that does not answer the question  
*Examples:* people; men; fathers
- No response

## Document 2

Government Actions Affecting Labor, 1902–1914

Date	Government	Action
1902	United States	President Theodore Roosevelt's fact-finding commission awarded mine workers a wage increase and a nine-hour day.
1903	New York State	Children under the age of sixteen were banned from working more than nine hours a day in factories.
1911	New York State	Commission was established to study the causes of the Triangle Shirtwaist Factory fire and working conditions in factories.
1912	New York State	Laws were passed requiring fire escapes, fire drills, and wired [fire-resistant] windows in factories.
1913	New York State	Laws required that factory workers have "one-day-of-rest-in-seven."
1913	United States	Department of Labor was formed to promote the interests of the American worker.
1913	New York State	Laws made it illegal to hire children to do factory work in tenements or canneries.
1913	New York State	Nine-hour day and fifty-four-hour workweek became maximum amount all persons under the age of eighteen could work.
1914	New York State	Workmen's Compensation Law was passed to provide payment for workers injured in factories.

**Question 2a** Based on this document, list *two* actions taken by government between 1902 and 1914 that helped labor.

### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* action taken by government between 1902 and 1914 that helped labor as stated in this chart

*Examples:* commission awarded miners a nine-hour workday; commission awarded miners a wage increase; laws were passed stating that children under the age of sixteen could not work more than nine hours a day in factories; commission was appointed to investigate safety in factories; laws were passed requiring fire escapes/fire drills/wired windows/fire-resistant windows; laws were passed requiring "one-day-of-rest-in-seven"; Department of Labor was formed; laws were passed making it illegal to hire children to do factory work in tenements/canneries; laws passed that persons under the age of eighteen could not work more than nine-hour days/fifty-four-hour work weeks; Workmen's Compensation Law provided payment for workers injured in factories

**Note:** To receive maximum credit, two *different* actions taken by the government between 1902 and 1914 that helped labor must be identified. For example *hours children could work were limited by law* and *laws passed that children could not work more than nine hours a day* are the same action expressed in different words. In this and similar cases, award only *one* credit for this question.

### Score of 0:

- Incorrect response  
*Examples:* workers had to work a nine-hour day; unions were outlawed; children had to work
- Vague response that does not answer the question  
*Examples:* the government helped the workers
- No response

**Question 2b** Based on this document, state *two* problems workers faced *before* these laws were passed.

**Score of 2 or 1:**

- Award 1 credit (up to a maximum of 2 credits) for each *different* problem workers faced **before** these laws were passed based on this chart

*Examples:* wages were low; working hours were long; child labor/children working in factories/tenements/canneries; there were not enough fire escapes/fire drills/wired windows/fire-resistant windows; working conditions were unsafe; workers injured on the job had no protection

**Note:** To receive maximum credit, two *different* problems workers faced before these laws were passed must be identified. For example, *work hours were too long* and *workers were too tired* are the same problem expressed in different words. In this and similar cases, award only *one* credit for this question.

**Score of 0:**

- Incorrect response  
*Examples:* children were banned from working more than nine hours a day; Department of Labor was formed; wages of mine workers were increased
- Vague response that does not answer the question  
*Examples:* workers had problems; there were no laws; there was poor treatment
- No response

### Document 3

On August 21, 1894, Governor John P. Altgeld of Illinois wrote a letter concerning the Pullman strike to George M. Pullman. An excerpt from that letter appears below.

. . . It is not my business to fix the moral responsibility in this case. There are nearly six thousand people suffering for the want of food—they were your employees—four-fifths of them women and children—some of these people have worked for you for more than twelve years. I assumed that even if they were wrong and had been foolish, you would not be willing to see them perish. I also assumed that as the State had just been to a large expense to protect your property you would not want to have the public shoulder the burden of relieving distress in your town. . . .

Source: John Altgeld, *Live Questions*, George S. Bowen and Son, 1899

**Question 3** According to this document, why does Governor Altgeld believe George Pullman has a responsibility to his workers and the community?

#### Score of 1:

- States a reason Governor Altgeld believes George Pullman has a responsibility to his workers and the community  
*Examples:* the people who were suffering were his employees; many people who were suffering were women/children; many people had worked for him for more than twelve years; the state had spent a large amount of money to protect George Pullman's property; George Pullman should pay to relieve the distress of the people in his town; George Pullman had a duty to not let his people perish

#### Score of 0:

- Incorrect response  
*Examples:* Mr. Pullman was not responsible; women/children were responsible; the people were wrong
- Vague response that does not answer the question  
*Examples:* people worked; there was distress; property was protected; he was rich
- No response





## Document 5

This announcement appeared in the Ouray, Colorado, *Herald* in May 1899.

**COME! COME!**

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**Samuel Gompers**

**President of American Federation of Labor**

And one of the most prominent and eminent figures in the  
labor world, will be in Ouray on

**Thursday, May 18, '99**

At 3 o'clock in the afternoon and will leave the next day  
at 10:30 a.m. During this brief stay an opportunity will be  
given the public in general to meet him.

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**A Procession of Various Trades Unions**

And citizens generally, accompanied by the band, will meet  
President Gompers at the train and escort him to the hotel.  
At 8 o'clock he will address the people at Armory Hall,  
after which he will hold an informal reception at the  
Beaumont parlors.

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**Labor's Great Chieftain**

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OURAY  HERALD

Source: *Samuel Gompers Papers Project*,  
University of Maryland (adapted)

**Question 5** According to this announcement, what was Samuel Gompers's role in the labor movement?

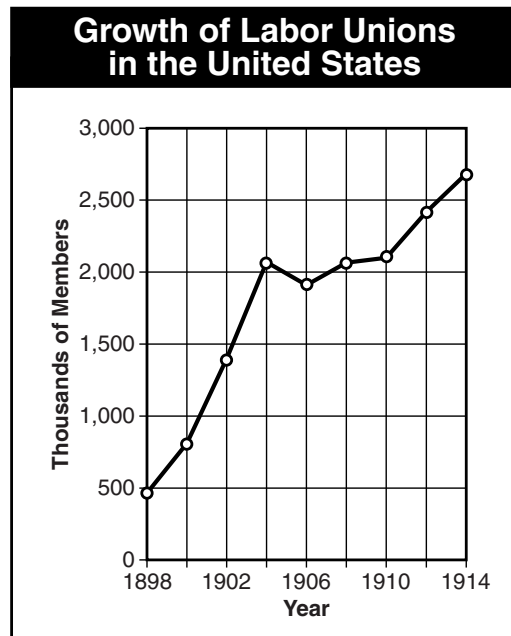
### Score of 1:

- Identifies Samuel Gompers's role in the labor movement based on this poster  
*Examples:* he was the president of the American Federation of Labor; he was one of the most prominent/eminent figures in the labor world; he was the great chieftain of labor

### Score of 0:

- Incorrect response  
*Examples:* he was president of the United States; he was a citizen; he was a visitor
- Vague response that does not answer the question  
*Examples:* he came to Ouray; he met with various trades unions; he came in by train; a reception was held; he was prominent/eminent; he addressed the people; he was in charge
- No response

Document 6



Source: *Historical Statistics of the United States*

**Question 6** Based on this graph, what was the general trend of union membership between 1898 and 1914?

**Score of 1:**

- Identifies the general trend of union membership between 1898 and 1914 as shown in this graph  
*Examples:* membership in labor unions increased; labor unions grew; it grew; it increased; more people joined

**Score of 0:**

- Incorrect response  
*Examples:* it always increased; there were 2 million; the trend dropped/stayed the same
- Vague response that does not answer the question  
*Examples:* the line went up; it varied
- No response

Document 7



**The State of Georgia welcomes the operation of the new Child Labor Law.**

Source: L. C. Gregg, *Atlanta Constitution*, 1907 (adapted)

**Question 7** Based on this cartoon, how will the Georgia Child Labor Law help children?

**Score of 1:**

- States how the Georgia Child Labor Law helped children as shown in this cartoon  
*Examples:* children would not have to work in factories; children could go to school; children could learn how to spell; children could get an education

**Score of 0:**

- Incorrect response  
*Examples:* it helped children get better clothes; spelling books are being taken out of the factories; Georgia factories are being closed
- Vague response that does not answer the question  
*Examples:* civilization is important; the law is in operation; Happy New Year
- No response

## Document 8

. . . Any one may say that the organizations of labor invade or deny liberty to the workmen. But go to the men who worked in the bituminous coal mines twelve, fourteen, sixteen hours a day, for a dollar or a dollar and twenty five cents, and who now work eight hours a day and whose wages have increased 70 per cent in the past seven years—go tell those men that they have lost their liberty and they will laugh at you. . . .

Source: Samuel Gompers to National Civic Federation, April 25, 1905 in *The Samuel Gompers Papers*, University of Illinois Press, Vol. 6 (adapted)

**Question 8** According to this document, what was *one* benefit of belonging to a trade union?

### Score of 1:

- States a benefit of belonging to a trade union according to this document  
*Examples:* workdays have been shortened; wages have been increased; wages have increased 70 percent; workers kept their liberty

### Score of 0:

- Incorrect response  
*Examples:* workers worked twelve to sixteen hours a day; workers earned a dollar/a dollar and twenty five cents; wages increased to 70 cents; workers lost their liberty; workers had less money; wages decreased
- Vague response that does not answer the question  
*Examples:* labor invaded; men could work in coal mines; people laughed at you
- No response

**Grade 8 Intermediate-Level Social Studies**  
**Part III B—Content-Specific Rubric**  
**Document-Based Essay—June 2008**

**Historical Context:** From the end of the Civil War and into the early 1900s, industrialization created the need for a larger workforce. Working conditions changed dramatically, often causing hardships for workers. Government, groups, and individuals attempted to solve many of these problems. The lives of American workers were changed as a result of these actions.

**Task:**

- Describe the problems of workers in the United States between the end of the Civil War and the early 1900s
- Discuss actions taken by the government, groups, *and/or* individuals to improve the lives of American workers during this period

**Scoring Notes:**

1. This document-based question has a minimum of *four* components of the task (*at least two* problems of workers in the United States between the end of the Civil War and the early 1900s **and** *at least two* actions taken by the government, groups, and/or individuals to improve the lives of American workers during this period).
2. The problems and actions that are discussed should focus on problems and actions that occurred between the end of the Civil War and the early 1900s, but may include supporting information prior to or after these time periods.
3. The actions may both be actions taken by the government, actions taken by groups, actions taken by an individual *or* they may be a combination of these categories. The classification of who took the action does not need to be specifically identified as long as the information is implied in the discussion.
4. Actions taken by the government to improve the lives of American workers between the end of the Civil War and the early 1900s could be a discussion of actions taken by federal, state, or local governments.
5. The actions taken by the government, groups, or individuals do not have to be related to the specific problems discussed.

**Score of 5:**

- Thoroughly develops *all* aspects of the task evenly and in depth by describing problems of workers in the United States between the end of the Civil War and the early 1900s and discussing actions taken by the government, groups, and/or individuals to improve the lives of American workers during this period
- Is both analytical and descriptive (analyzes, evaluates, and/or creates information), e.g., connects problems faced by workers in the factories of George Pullman in the late 19th century to the organization of labor unions as a tool to empower employees through collective bargaining, which improved working conditions and raised pay; connects the abuses of big business to the reform movements whose goals were the elimination of child labor and the passage of compulsory education laws to improve the lives of children; connects the actions taken by the government, groups, or individuals to the specific ways the lives of American workers improved
- Incorporates relevant information from *at least five* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., low wages; long hours; bad working conditions; collective bargaining; big business; George Pullman; President Theodore Roosevelt; child labor; American Federation of Labor; Samuel Gompers; trade unions; Pullman Strike; compulsory education laws
- 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 problems of the workers more thoroughly than actions taken by the government, groups, and/or individuals to improve the lives of American workers
- Is both descriptive and analytical (applies, analyzes, evaluates and/or creates information), e.g., discusses the value of labor unions in bringing pressure on employers to improve working conditions in factories; discusses the problems of child labor and the efforts by states such as New York and Georgia to reduce the number of children working in factories so they could take advantage of educational opportunities; discusses the relationship between higher wages and the rise of the middle class or a shorter work week and more leisure time
- Incorporates relevant information from *at least five* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Score of 3:**

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

**Exception:** If *either* the problems of workers *or* the actions taken to improve the lives of workers have been thoroughly developed evenly and in depth, and the response meets most of the other Level 5 criteria, the overall response may be considered a Level 3 paper.

**Score of 2:**

- Minimally develops *all* aspects of the task *or* develops *at least two* aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Incorporates limited relevant information from the documents *or* consists primarily of relevant information copied from the documents
- Presents little or no relevant outside information
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

**Score of 1:**

- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- Makes vague, unclear references to the documents *or* consists primarily of relevant and irrelevant information copied from the documents
- Presents no relevant outside information
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

**Score of 0:**

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

***Key Ideas from the Documents***

<b>Doc.</b>	<b>Problems of Workers Between the End of the Civil War and the Early 1900s</b>
<b>1</b>	Working conditions in mines were unsafe (falling top rock, powder, smoke, after-damp, bad air) Children worked in mines (breakers, driver boys) Opportunity for education was limited Conditions in mines led to health issues (“miners’ asthma”) Pay of mine workers was low Mine owners or carriers received most of the profits
<b>2</b>	Wages were low Working hours were long Factories were unsafe Some workers worked seven days a week Children labored long hours in factories, canneries, and tenements Compensation was not provided to workers hurt on the job
<b>3</b>	Employees (mostly women and children) suffered from want of food as a result of the Pullman strike Workers lost jobs because they went on strike Lack of loyalty to long-term employees
<b>4</b>	Immigrant workers wanted eight hours of work a day, sanitary shops, and closed shops
<b>7</b>	Children in Georgia worked in factories Opportunity for education was limited
<b>8</b>	Coal miners worked 12/14/16-hour days Coal miners worked for low wages Critics thought labor unions denied liberty to workers

***Key Ideas from the Documents (cont.)***

<b>Doc.</b>	<b>Actions Taken by the Government, Groups, or Individuals to Improve the Lives of American Workers</b>
<b>1</b>	Workers went on strike to earn a fair living wage
<b>2</b>	<p>President Roosevelt’s fact-finding commission awarded mine workers a wage increase and a nine-hour day</p> <p>Department of Labor was formed to promote the causes of the American worker</p> <p>New York banned children under sixteen from working more than nine hours a day in factories</p> <p>New York established a commission to study causes of the Triangle Shirtwaist Factory fire and factory working conditions</p> <p>New York passed laws requiring fire escapes, fire drills, and wired (fire-resistant) windows in factories</p> <p>New York passed laws requiring factory workers to have “one-day-of-rest-in-seven”</p> <p>New York passed laws making it illegal to hire children to do factory work in tenements or canneries</p> <p>New York made a nine-hour day and fifty-four-hour workweek the maximum amount all persons under eighteen could work</p> <p>New York passed a Workmen’s Compensation Law to provide payments for workers injured in factories</p>
<b>3</b>	<p>Illinois went to a large expense to protect Pullman’s property from the strike</p> <p>A public official (Governor John P. Altgeld) intervened, asking George Pullman to bring relief to his starving employees</p>
<b>4</b>	<p>Workers picketed</p> <p>Workers protested</p> <p>Unions made demands</p>
<b>5</b>	<p>A meeting was held to give the public an opportunity to meet Samuel Gompers, President of the American Federation of Labor</p> <p>Various trades unions held a procession in Ouray</p>
<b>6</b>	Generally, people continued to join labor unions in large numbers between 1898 and 1914
<b>7</b>	Georgia passed a Child Labor Law, which took children out of the factories and gave them more opportunities for education
<b>8</b>	Coal miners joined labor unions, which led to eight-hour workdays and increased pay by 70 percent



## ***Relevant Outside Information***

(This list is not all-inclusive.)

### **Problems of Workers Between the End of the Civil War and the Early 1900s**

Details about conditions and/or the fire in the Triangle Shirtwaist Factory  
Miners suffered from “black lung” disease  
Working conditions were poor (women’s hair would get caught in machines; limbs would get caught in machines; children would fall asleep while working on machines)  
Increasing numbers of immigrants provided available cheap supply of labor for business owners, thus diminishing the value of the working man  
Women and children received lower wages than men  
Factory owners ignored problems and complaints of workers  
Government used laissez-faire policies to ignore workers’ problems  
Big-business owners worked with government to end strikes (Haymarket affair, Pullman strike, Homestead Steel strike)  
Sherman Antitrust Act was used to break up unions  
Younger children helped older brothers and sisters for no pay  
Family life suffered as a result of long working hours  
Details about the sweatshop system  
Business practices of robber barons (Andrew Carnegie, John D. Rockefeller) created problems for workers (trusts, monopolies, company towns)  
Methods used by employers resulted in problems for workers (blacklists, company unions, lockouts, open shops, scabs, yellow dog contracts)

### **Actions Taken by the Government, Groups, or Individuals to Improve the Lives of American Workers**

Organization of labor unions and details about actions (Knights of Labor and Haymarket affair, American Federation of Labor)  
Details about major strikes (Homestead Steel, Pullman)  
Hull House activities, Jane Addams, and Jacob Riis increased awareness of problems of child labor  
Florence Kelley investigated child labor in sweatshops  
Upton Sinclair’s *The Jungle* focused attention on physical injury and other health-related problems as a result of jobs in the meatpacking industry  
Muckrakers exposed business abuses that ignored consumer safety (sanitation issues, lack of quality standards)  
Some workers joined radical political organizations to improve their conditions (IWW, Socialists, anarchists)  
Public response to muckraking articles put pressure on legislators to address problems (Progressives, President Theodore Roosevelt)  
Mandatory school attendance policies were adopted in many states, reducing child labor

The use of factories and the thought of industrialization was brought to America from England by Samuel Slater. Ever since this event, there have always been reformers trying to achieve better working conditions. During industrialization, factories kept getting more and more workers because of high amounts of immigrants. As immigrants assimilated, they became the backbone of labor. After a while immigrants and other workers fought for better wages and working hours. Reformers also fought for the abolishment of child labor. There were many problems of workers and actions taken by the government and other individuals to improve these problems.

One problem for workers was unsafe conditions. In Document # 1, a miner tells about how dangerous mine working is. For example, this miner's father died from miner's asthma and his brother died when 50 tons of top rock dropped on him. Powder, smoke, after-damp, and bad air also existed in mines. Another example of unsafe working

Conditions would be the Triangle Shirtwaist Factory. One invention that helped the textile industry was the sewing machine. But dim lighting, locked doors, unreachable broken-down fire escapes, few elevators, and excess clothes piled up around the machines were problems. These factors led to the many deaths in the Triangle Shirtwaist Factory Fire. Another problem for workers was low wages and long hours. Document 8 tells that miners worked from 13-16 hours a day for \$1.00 - \$1.25.

Examples of poor wages and long working hours would be Standard Oil and the ~~steel~~ steel industry. John D. Rockefeller and Andrew Carnegie payed these workers very little and made them work long hours. Muckrakers, like Ida Tarbell, tried to expose the corruption of Standard Oil to get it shut down. ~~The~~ Newspapers told about Standard Oil as well in a negative way. This led to Teddy Roosevelt supporting the breaking up ~~of~~ Standard Oil.

One way workers tried to achieve better working conditions was by striking and picketing outside their jobs. Document #4 shows a bunch of immigrants picketing outside a factory. One of the worst protests was the one at Haymarket Square. During the protest, an unknown person threw a bomb killing police. In retaliation, the police open fire on the crowd, killing some protesters. This event came to be known as the Haymarket Affair. Another example was the Pullman Strike. During this, workers refused to work and it was eventually broken up by the militia. Another way workers tried to achieve better working conditions was by forming labor unions. As shown in Document #8, Samuel Gompers created the American Federation of Labor. If workers were to join a trade union such as this one, they might only work 8 hours and get a 70% better wage than other workers. These unions then worked for the betterment of all working conditions. They used strikes,

letters, and sit-ins to get what they wanted. They would also have secret meetings in houses in the area for members. Because of unions and individuals, some laws were passed to help the conditions of workers. One example of the effect of these laws was the abolishment of child labor in Documents # 2 and # 7. The passing of these laws was helped by the AF of L, and individuals like Florence Kelly, who was a part of Hull House.

There were many actions taken by workers for the betterment of the many problems they faced. Examples of problems were long hours, low wages, and unsafe working conditions. These problems existed in factories, textile mills, and mines. Ways workers used to improve the lives of workers were strikes, picketing, and the formation of labor unions. With the help of these unions and individuals like Florence Kelly, and Samuel Gompers, laws were passed to improve the lives of workers. An example of a law would be the abolishment of child labor. The practices of workers back then to achieve what they wanted, ultimately made life better for workers today!

## Anchor Level 5-A

### **The response:**

- Thoroughly develops all aspects of the task evenly and in depth by describing problems of workers in the United States between the end of the Civil War and the early 1900s and discussing actions taken by governments, groups, and individuals to improve the lives of American workers during the period
- Is both analytical and descriptive (need for more workers led to immigration; as immigrants assimilated they became the backbone of labor; muckrakers tried to expose corruption which led to the government breaking up some large trusts; workers tried to achieve better working conditions by forming labor unions; after they achieved better pay and shorter work hours, unions then worked for the betterment of all working conditions)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, 7, and 8
- Incorporates relevant outside information (the thought of industrialization was brought to America from England by Samuel Slater; factories gained workers because of high numbers of immigrants; reformers fought for the abolition of child labor; Triangle Shirtwaist Factory had dim lighting, locked doors, unreachable fire escapes, few elevators, and excess clothing piled up around machines; Standard Oil and the steel industry were examples of employers who offered poor wages and long working hours; John D. Rockefeller and Andrew Carnegie paid their workers little for long hours; muckrakers such as Ida Tarbell exposed the corruption of Standard Oil; newspapers exposed Standard Oil in a negative way; during the Haymarket Square strike, an unknown person threw a bomb killing police; in retaliation, police opened fire on the crowd killing some protesters; the Pullman Strike was eventually broken up by the militia; unions had secret meetings in homes in their area for members; passage of labor laws was helped by the American Federation of Labor and individuals like Florence Kelley, who was part of Hull House)
- Richly supports the theme with many relevant facts, examples, and details (miners worked long hours for low pay; in the Pullman Strike workers refused to work; if workers joined trade unions, they might only work eight hours a day and get better wages; strikes, letters, and sit-ins were used by workers; bad conditions existed in factories, textile mills, and mines; workers improved their lives through strikes, picketing, and formation of labor unions)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses the role of immigrants in industrialization and a conclusion that states practices of workers in the 1900s ultimately made life better for workers today

**Conclusion:** Overall, the response fits the criteria for Level 5. Document analysis and the conclusions that are drawn contribute to an effective response that demonstrates a strong understanding of the problems of workers and actions taken as a result of late 19th-century industrialization. The quality of outside information included is sophisticated and insightful.

From the end of the Civil War<sup>and</sup> into the early 1900's, industrialization has created the need for a larger workforce. Working conditions changed dramatically, often causing hardships for workers. Government, groups, and individuals attempted to solve many of these problems.

Workers faced many problems between the end of the Civil War and the early 1900's. These problems included lower wages, overworking, and safety issues. Miners faced powder, smoke, and cave-ins with little pay for their services. Garment workers faced lint which clogged their lungs and choked them, and the sweatshops were terrible fire hazards. When a fire broke out at the Triangle Shirtwaist Company and killed many women workers, people were outraged. Even when some workers tried to strike for better pay and

safer working conditions, many were either gunned down by the military or replaced with non-union workers or scabs. (Doc 1,3)

Many workers were fed up with harsh business practices, so they decided to do something about it. Many workers formed trade or labor unions. Most of these separate unions belonged to the American Federation of Labor, headed by Samuel Gompers, President of the cigar maker's union. The AFL was a big union that represented workers skilled in a specific trade. They campaigned for better working conditions, higher wages and an end to child labor. Many of their goals were achieved later on. (Doc 5)

Another weapon of the workers was the strike. This was a double edged blade, so to speak, because they could be fired. Striking was illegal and was



only sometimes effective. The company whose workers were striking would hire "scabs" or non-union workers. Trade unions were also effective in getting higher wages. The unions believed in strength in numbers and would sometimes drive the scabs out and the management would comply to the workers' demands. (Doc 8, 6, 4)

During the early 1900's, President Theodore Roosevelt took many steps in helping workers. Also, some laws were passed to help with wage problems. Among the best and most effective of these laws were the outlawing of child labor, and the workman's compensation act. The workman's compensation act paid money to workers who were injured on the job and could no longer work or support themselves. It helped to break the ground for Social Security and worker's disability claims. (Doc 2) Another effective law was the outlawing of child labor.

Instead of making children work, they now had time to go to school and learn instead of inhaling poisonous fumes inside a mineshaft all day. If this law was not implemented at all, I would be working right now instead of sitting here writing at my desk.

In conclusion, the workers in the U.S. faced many problems from after the Civil War to the early 1900's. Even after many laws were passed, they continued to have problems, ~~the~~ but their condition was <sup>made</sup> slightly better.

## Anchor Level 5-B

### **The response:**

- Thoroughly develops all aspects of the task evenly and in depth by describing problems of workers in the United States between the end of the Civil War and the early 1900s and discussing actions taken by governments, groups, and individuals to improve the lives of American workers during the period
- Is both analytical and descriptive (sweatshops were terrible fire hazards; many strikers were either gunned down by the military or replaced with nonunion workers or scabs; workers were fed up with harsh business practices, so they decided to do something about it and formed labor unions; strikes were a double-edged blade because workers could be fired; unions believed in strength in numbers; early labor laws helped to break the ground for Social Security and workers' disability claims; children now have time to go to school instead of inhaling poisonous fumes inside of a mine shaft)
- Incorporates relevant information from documents 1, 2, 4, 6, and 8
- Incorporates relevant outside information (garment workers had to deal with lint which clogged their lungs and choked them; sweatshops were terrible fire hazards; after the fire at the Triangle Shirtwaist Company, people were outraged; nonunion workers were known as scabs; President Theodore Roosevelt took many steps to help workers; American Federation of Labor represented workers skilled in a specific trade)
- Richly supports the theme with many relevant facts, examples, and details (problems of workers included lower wages, overworking, and safety issues; miners faced powder, smoke, and cave-ins with very little pay for their services; American Federation of Labor was headed by Samuel Gompers; Workmen's Compensation Act made the government pay money to workers; striking was illegal)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states workers continued to have many problems but conditions did improve

**Conclusion:** Overall, the response fits the criteria for Level 5. Analytical inferences from the documents are incorporated into a discussion that indicates a depth of knowledge. The use of analytical statements results in an effective narrative.

After the Civil War and throughout the early 1900s, the need for a much larger workforce was created due to industrialization. Factories began to spring up throughout the Northeastern states, and those factories needed workers right away. Throughout that time period, working conditions had gone through drastic changes, causing many hardships for workers. ~~Many~~ There were various different ways that the government, groups, and individuals helped to ~~to~~ solve various problems that were caused by industrialization.

American workers across the country were being exploited by owners of their workplaces. ~~and were not~~ <sup>and were not</sup> ~~For example,~~ <sup>Many</sup> people went into the mining industry, and those people worked in horribly unsafe conditions. <sup>(document one)</sup> ~~Tons~~ <sup>Tons</sup> of top rock can collapse, either crushing a miner, or ~~trapp~~ <sup>trapping</sup> the miner fifty feet below the earth's surface. Miners also worked for extremely low wages, which led to poverty and starvation. These workers did not earn enough money to provide for their families, and the mine owners knew it, too. Mine owners received the largest profits, they received half of the price that was paid for a ton of rocks. Miners, along with many other workers in the country worked extremely long hours (document 4). Many of those workers were immigrants, who were the backbone of industry, because they would accept any job for any pay for however ~~long~~ <sup>many hours</sup> they had to work, as long as they were working and getting paid. For example, during the

Potato Famine in Ireland, many Irish immigrants came to the United States. They thought they would have better jobs and better lives. Oh, how wrong they were. When they arrived, it was just as bad as Ireland, but in different ways. These people were so desperate for jobs that they would accept any jobs. Most jobs they were hired for were jobs that the native-born Americans wouldn't take, and these were jobs that required extremely long hours and hard labor. Such problems led many Americans to try to fix everything wrong in the economy.

Many different groups and individuals, along with the government, tried to better the American economy in various ways. The government played the largest role in reforms of the economy. In 1902, Theodore Roosevelt's fact-finding commission gave miners a wage increase and nine-hour workday. In ~~1913~~<sup>1912</sup>, a law was passed that required fire escapes, fire drills, and wire windows in factories, due to the incident in the Triangle Shirtwaist Factory, where a spark from a dysfunctional ~~light~~ light set a load of fabric scraps on fire and enflamed the whole ~~to~~<sup>three</sup> top levels of the building, killing thousands of workers. One labor union, the American Federation of Labor, led by Samuel Gompers, fought extremely hard for workers' rights (document 5). This labor union used picketing and ~~strikes~~ strikes to ~~achieve~~<sup>reach</sup> ~~their~~ its goals. The AFL was one of the more successful labor unions, fighting

hard for safer and better working conditions and higher wages. The Georgia child labor law (document 7) was passed in the early 1900s. This law brought ~~the~~ children out of factories and into schools; because children were often put to work in factories instead of going to school and being educated.

Because of the Triangle Shirtwaist factory fire, buildings today have to pass certain strict examinations in order to actually be used as ~~a~~ workplaces. Because of the 1913 law that made it illegal to hire children to ~~do~~ do factory work and the Georgia child labor law, children today go to school instead of work all day. Because of the AFL's hard work <sup>workers across the</sup> and the ~~1914 work~~ United States now have much higher wages than after the Civil War through the early 1900s.

Industrialization's problems were ~~are~~ fixed by many different groups and individuals, and the US government. Laws were passed by the government that kept children out of factories and in schools instead, and enabled workers to have shorter work hours and higher wages. Workers now don't have to worry about their safety where they work, because their workplaces most likely passed strict examinations. Now, there is still some exploitation of workers, but it's not nearly as horrible as it was in the time between the end of the Civil War and the early 1900s. Such problems and solutions led the United States to be the economically superior country it is today.

## Anchor Level 4-A

### **The response:**

- Develops all aspects of the task by describing problems of workers in the United States and discussing actions taken by governments, groups, and individuals to improve the lives of American workers between the end of the Civil War and the early 1900s
- Is both descriptive and analytical (working conditions had gone through drastic changes causing many hardships for workers; workers were being exploited by the owners of the workplace; immigrants were the backbone of industry; most jobs that immigrants were hired for were jobs that native Americans would not take; workers now do not have to worry as much about safety where they work; there is still some exploitation of workers but it is not as horrible as it was after the Civil War)
- Incorporates relevant information from documents 1, 2, 4, 5, 7, and 8
- Incorporates relevant outside information (factories that began to spring up throughout the northeastern states needed workers right away; potato famine in Ireland brought many to the United States seeking better jobs and better lives only to find it was just as bad as Ireland, although in different ways; dysfunctional light set a load of scrap on fire in the Triangle Shirtwaist factory; the American Federation of Labor was one of the more successful labor unions; the buildings of today have to pass strict examinations to be used as workplaces)
- Supports the theme with relevant facts, examples, and details (many people went into the mining industry and worked in horribly unsafe conditions; miners worked for extremely low wages, which led to poverty and starvation; mine owners received the largest profits; workers worked extremely long hours; American Federation of Labor, led by Samuel Gompers, fought extremely hard for workers' rights; labor unions used picketing and strikes to reach their goals; child labor laws brought children out of the factories and into schools; workers have much higher wages because of the work of the American Federation of Labor); includes a minor inaccuracy (thousands of workers were killed in the Triangle Shirtwaist fire)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 4. Although some overgeneralizations are included in the discussion, the quantity, use, and placement of outside information enhances document information and strengthens the response.

From the end of the Civil War to the early 1900s, industrialization grew. Industrialization was the growth of business and factories. Even though business grew, many were unemployed. Those who were employed faced tough working and living conditions. Due to bad conditions, labor unions formed. There were many problems of workers in the U.S., many actions taken by the government, groups, and individuals, and many ways the lives of American workers changed.

There were many problems of United States workers during the 1800's and 1900's. Many factories were dangerous along with mines (local). In mines there were many deaths due to cave-ins. Also many died of asthma due to powders, smoke, after-damp, chemicals, and bad air. Miners would have canaries or other birds go in the mines first to make sure it was safe. Miners often received low wages even though they worked long hours. Most of the money received from the coal went to the owners. Another problem of workers was unfair treatment (Doc. 3). After the Pullman strike, Mr. Pullman fired many of his workers and left them to starve. Also many owners used black-listing to punish their "unfaithful" employees.

There were many actions the gov't, groups, and individuals took to help workers (Doc. 2). Teddy Roosevelt was president and he started helping by breaking up corrupt trusts and monopolies. Before Roosevelt, the gov't was on a system of laissez faire. The Department of Labor promoted the causes of the American worker. As a result to actions wages increased. Laws required that workers have one day off of work. Roosevelt's fact-finding commission awarded mine workers



with only a nine hour day. Child labor laws were passed making anyone under sixteen not able to work more than nine hours a day in factories. People under eighteen could only have a fifty-four hour workweek. The law required fire escapes, fire drills, and wired windows after the Triangle Shirtwaist Factory fire. Another action taken to improve conditions and workers was strikes (doc. 4). Many labor unions formed to help workers. <sup>One of</sup> The first unions was the Knights of Labor. The KOL had an excellent cause until the Haymarket Affair, where they fell apart. Even though they were unsuccessful they were still a model for new unions. Immigrants were a huge target and fought to remove those, "Irish Work Unneeded," signs from windows. Many strikes, excluding the Haymarket Affair, were non-violent much like Martin Luther King Jr.'s strikes and boycotts for civil rights. There were many actions taken for workers.

There were many ways the lives of workers improved. One way was their liberty (doc. 8). Workers got to work only nine hours a day when they used to work twelve to sixteen. They used to get \$1 to \$1.25 but then received a wage increase of 70 percent. This increase made poverty less common and people had money to live off of. Workers didn't have to worry as much about starving. Workers had more liberty and felt free. Lives of Americans greatly changed due to new laws.

There were many problems, actions, and life changing processes that involved workers in factories, mines, and everywhere in America during

the 1800 and 1900's. Some problems were low wages and long hours. Also black-listing and unfair treatment were issues. Many laws were passed under the presidency of TR ending dangerous working conditions. Immigrants and labor unions held strikes to get fair wages and hours. Lives improved of workers because they had "more" liberty. Working and labor issues during the end of the Civil War to the early 1900's have improved and changed the way our work is today.

**Anchor Level 4-B**

**The response:**

- Develops all aspects of the task by describing problems of workers in the United States and discussing actions taken by governments, groups and individuals to improve the lives of American workers between the end of the Civil War and the early 1900s
- Is both descriptive and analytical (before Theodore Roosevelt, the government followed the system of laissez-faire; even though early labor unions were unsuccessful, they were a model for new unions; many strikes were nonviolent, much like Martin Luther King, Jr.'s methods for civil rights; wage increases made poverty less common; working and labor issues of this time period have improved and changed the way our work is today)
- Incorporates relevant information from documents 1, 2, 3, 4, and 8
- Incorporates relevant outside information (industrialization was the growth of business and factories; those who were employed faced tough living conditions; miners would have canaries or other birds go into the mines first to make sure it was safe; President Theodore Roosevelt helped to break up corrupt trusts and monopolies; one of the first unions was the Knights of Labor which fell apart after the Haymarket Affair)
- Supports the theme with relevant facts, examples, and details (factories were dangerous; there were deaths in mines due to cave-ins; laws required that workers have one day off of work per week; Roosevelt's fact-finding commission awarded mine workers a nine-hour day; child labor laws were passed affecting anyone under sixteen; people under eighteen could only have a fifty-four hour work week; fire escapes, fire drills, and wired windows were required after the Triangle Shirtwaist factory fire; immigrants and labor unions held strikes to get fair wages and hours)
- Demonstrates a logical and clear plan of organization; includes an introduction that states bad working and living conditions led to the formation of labor unions and a conclusion that summarizes the main points of the response

**Conclusion:** Overall, the response fits the criteria for Level 4. Outside information is both a strength and a weakness in this response; some statements are relevant but others are not explained or connected to the task. However, the discussion of the task demonstrates a good understanding of the historical aspects of the impact of industrialization on workers.

After the end of the civil war to the early 1900's the working class of America was faced with many problems and hardships. Conditions and wages of the workers were not always so good and it seemed that rich people were just getting richer and people that needed money weren't making enough. The government and groups of individuals did try to take a stand to make things better for the laboring, needy class of America.

The workers did not have the best working conditions or wages between the end of the Civil War and the early 1900's. Most workers had days with long work hours and got paid very little for their efforts. Since coal mining was so popular at this time, many men went to the mines every day to work and suffered through dangerous conditions for next to nothing. As shown in Document 1, miners were working in areas filled with dust, smoke and bad air to breath in. Not only was this very harmful to their lungs and body but they were underground in unstable areas where tons of rock could collapse on them at any second. For all of this labor they recieved barely any pay, because most of the profit went to the owner of the mine who didn't even do any work. In other places like factories hours were just as long and pay was just as little. There was also bad air in factories and there was dangerous machinery that could harm anyone working by it. Children

were often employed in factories and worked just as long as the adults. Almost all jobs at this time required long hours and paid almost nothing.

Even though conditions were so bad for workers the government and some individuals did at least try to improve things. Since the work days were so long for people and pay was horrible there was often strikes and riots in attempt to get these things improved. As shown in Document 4, people are fighting for an 8 hour work day by holding up signs and most likely chanting a phrase. Strikes did not usually work because there were so many people in need of jobs that the people causing trouble could just be fired and replaced. Another way people tried to rebel was to join a labor union. As shown in Document 6, the number of people in labor unions was increasing steadily almost every year. Sometimes the people in labor unions would get their way and sometimes they would be fired and replaced easily. The first successful labor union was made up of skilled workers because they are not as easy to replace. When a labor union was successful the workers usually greatly benefited from it. As shown in Document 8, there was a decrease in work hours and a significant increase in the workers pay. The government sometimes passed laws to help workers too. As shown in Document 7, the Child Labor Law made it possible for children to go to school and

get an education. ~~IF~~ they had the time to get an education they would be able to get a good job when they were older. Many actions were taken to try to improve conditions of workers. Some actions were more beneficial than others.

In some cases when an action was taken to better a working condition it changed the lives of the American people. For example if wages were higher Americans could buy much more stuff and provide the essentials for their families. As shown in Document 2, when the wages of the mine-worker was increased it most likely changed the lives of some of the workers. Although it may not have been a huge increase it may have just been the little extra money some people needed to pay off a couple bills and get out of debt. When an action was taken by a group or the government sometimes it was a life altering change.

Conditions for the working class man changed from bad to considerably okay in the time during the end of the Civil war and the 1900's. Actions taken by people and the government often changed things for the better. Wages were risen and hours of labor was dropped.

## Anchor Level 4-C

### **The response:**

- Develops all aspects of the task by describing problems of workers in the United States and discussing actions taken by governments and groups to improve the lives of American workers between the end of the Civil War and the early 1900s
- Is more descriptive than analytical (the working class of America was faced with many problems and hardships; rich people were getting richer and people who needed money were not making enough; miners worked underground in unstable areas; almost all jobs at this time required long hours and paid almost nothing; strikes did not usually work because there were so many people who needed jobs; the first successful labor union was made up of skilled workers because they are not as easy to replace; if children had time to get an education, they would be able to get a good job when they were older; if wages were higher Americans could buy more and provide the essentials for their families)
- Incorporates relevant information from documents 1, 2, 4, 6, 7, and 8
- Incorporates relevant outside information (there was dangerous machinery that could harm anyone working by it; children worked just as long as adults; there were so many people in need of jobs that people causing trouble could be fired and replaced; the first successful labor union was made up of skilled workers; although it may not have been a huge increase, it may have just been the little extra money some people needed to pay off a couple of bills and get out of debt)
- Supports the theme with relevant facts, examples, and details (most workers had days with long hours and got paid very little for their efforts; many men went to the mines every day to work and suffered through dangerous conditions for next to nothing; workers picketed to get an eight-hour workday; labor union membership increased steadily; child labor laws made it possible for children to go to school and get an education)
- Demonstrates a logical and clear plan of organization; includes an introduction that is beyond a restatement of the theme and a conclusion that restates the theme

**Conclusion:** Overall, the response fits the criteria for Level 4. Although much of the information relies heavily on the documents, the analysis and integration of historical facts and details is successful. The conclusions that are drawn are insightful and demonstrate a good understanding of the problems of workers during industrialization and the actions taken to solve the problems.

Reformers were some of the most important people in American history. From the end of the Civil War and into the 1900's, the United States was industrializing. This made more jobs and a need for more workers. Many workers faced lots of hardships. ~~These problems were solved~~ The government, groups, and individuals worked to solve these problems. Between the end of the Civil War and into the 1900's, ~~the~~ the lives of American workers changed because of the actions taken by government, groups, and individuals to put an end to the problems and hardships that workers faced.

Workers faced many problems from the end of the Civil War to the 1900's. One problem faced by miners was the risk of rocks falling and killing you. Powder, smoke, and bad air also gave miners asthma (Document #1). Miners worked many hours a day. They were given very few, if any, breaks. They

were also paid low wages. Since the miners worked for such long hours, they ~~now~~ couldn't go to school to receive a better education. Without an education, they could not get a better job. Miners also had shorter lives because many died of asthma because of the terrible air conditions in the mines. Another problem workers faced was the risk of being fired (Document #3). Many workers were not making enough money to buy the things that ~~are~~ were needed for everyday life. If many workers were not satisfied with the wages, strikes would be organized. Often times when workers struck, the owner of the business would fire all the workers on strike and hire all new employees. This caused a problem for workers because they had to decide whether ~~there~~ to work long hours for low wages or risk their job to go on strike.



Actions were taken by the government, groups, and individuals to stop these problems. ~~and the lives of Americans were changed.~~

One action taken was joining a union. ~~(Document #1)~~ Membership of unions was steadily increasing from 1898 to 1914 (Document #6). By joining a union, individuals became a group. They organized things such as strikes. The strikes were more effective with larger groups of people because it got the point across better about how all the workers felt. Another action taken was the passing of the Workmen's Compensation Law by New York State Government. The law was passed to provide payment for workers injured in factories (Document #2). Laws such as the Workmen's Compensation Law were passed to stop problems. There were many problems in factories, such as workers getting caught in a machine because they fell asleep because they had been working for many hours without a break. There were also fires in factories that killed many workers who couldn't escape because doors had been locked by the factory owner.

Lives of Americans were changed because of actions to stop the problems. One way lives changed was that children could go to school after the Child Labor Law was passed (Document #7.). By banning children to work for long periods of time, they are able to go to school. By going to school more children were getting a better education. The literacy rate in America increased dramatically because children were also teaching their parents how to read ~~and~~ and write. American lives changed for the better because of actions taken to fix problems workers faced.

Workers faced many problems from the end of the Civil War into the 1900's, and actions were taken to solve these problems. Some of the problems included working long hours for low wages, ~~and in the possible~~ bad working conditions and the possibility of being fired if you went on strikes. Actions that were taken included joining unions, and passing laws. American literacy rates increased by ~~taking~~ banning children ~~out of school~~ to work for long hours.

### Anchor Level 3-A

**The response:**

- Develops all aspects of the task with little depth
- Is both descriptive and analytical (miners worked for such long hours that they could not go to school, and without a better education, they could not receive a better job; many workers were not making enough money to buy the things that were needed for everyday life; often when workers went on strike, the owners would fire all the strikers and hire all new employees; strikes were more effective with larger groups of people because it got the point across better about how workers felt; American literacy rates increased when children were banned from working long hours)
- Incorporates relevant information from documents 1, 2, 4, 6, 7, and 8
- Incorporates relevant outside information (workers had to choose whether to risk their jobs by going on strike; by joining a union, individuals became a group; workers becoming caught in machines was an example of a problem; fires in factories killed many workers who could not escape because of locked doors; allowing children to receive an education often allowed parents to learn to read and write from the children)
- Includes some relevant facts, examples, and details (problems faced by miners included risk of falling rocks, powder, smoke, and bad air; miners worked long days with few breaks; miners were paid low wages; membership in unions steadily increased; Workmen's Compensation Act provided payment for workers injured in factories)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states examples of all parts of the task

**Conclusion:** Overall, the response fits the criteria for Level 3. While the same information about strikes is used to discuss both problems and actions, the conclusions are varied and satisfactory. Outside information and analytical comments enrich the discussion.

FROM THE END OF THE CIVIL WAR TO THE EARLY 1900's, INDUSTRIALIZATION INCREASED THE NEED FOR A BIGGER WORKFORCE. THIS CHANGED DRAMATICALLY THE WORKING CONDITIONS. USUALLY TO THE WORSE. GOVERNMENT, GROUPS, AND OTHER INDIVIDUALS ATTEMPTED TO CHANGE ALL THIS BACK TO THE GOOD. IN THE FOLLOWING PARAGRAPHS YOU WOULD FIND THE CONDITIONS OF THE WORKERS AND HOW AND WHO CHANGED THEM TO THE BETTER.

TO BEGIN WITH THE WORKING CONDITIONS WERE HORRIBLE. THE GROWTH OF ~~WORKPLACE~~ WORKFORCE AND INDUSTRIES, THE WORKPLACE WASN'T SECURED. THE OWNERS FORGOT THAT THE WORKERS NEEDED TO BE SECURED AND SAFE AT WORK. PEOPLE EVEN DIED AND SOME OWNERS WOULDNT HELP FOR THE FUNERAL. SUCH AS A MAN MENTIONED IN DOCUMENT 1. THAT 15 TONS OF ROCKS FELL ON HIM WHILE HE WAS MINING. ALSO MINERS WERE EXPOSED TO MINER'S ASTHMA THAT CAUSED LUNG CANCER.

CHILDREN WERE EXPOSED TO FACTORY LABOR. CHILDREN WORKED FOR MORE THAN 12 HOURS A DAY FOR ONE DOLLAR OR \$1.25 A DAY. THEY WERENT EVEN 16 YET. CHILDREN WHO COULNT GET AN EDUCATION OR PLAY. WHO PENISHED BY COOSE OWNERS DIDNT CARE THAT THEY WERE CHILDREN. KIDS WHO LOST THEIR CHILDHOOD AND SOMETIMES THEIR DESIRE OF

LIFE. ~~OWNERS~~ OWNERS SUCH AS MR. PULLMAN WHO LITERALLY LET HIS EMPLOYEES STARVE: WHO'S WORKERS WERE FOUR FIFTHS WOMEN AND CHILDREN. LIKE SAID IN DOCUMENT 3.

WAS THERE STILL HOPE FOR THEM OUT THERE? YES THERE WAS BECAUSE THERE WERE ONES WHO CARED. ONES WHO NOTICED THE NEED AND CRY FOR HELP OF THESE UNPROTECTED WORKERS. THOSE SUCH AS PRESIDENT THEODORE ROOSEVELT, WHO PASSED LAWS INCREASING WORKERS WAGES, ALSO LOWERED THE HOURS WORKED. IN 1902 HE PASSED A LAW THAT LOWERED A DAY'S WORK TO ONLY 9 HOURS. IN 1903 AN ACTON THAT BANNED CHILDREN UNDER 16 FROM WORKING MORE THAN 9 HOURS A DAY. MANY OTHER LAWS THAT IMPROVED THE WORKING CONDITIONS FOR CHILDREN AND ADULTS IN FACTORIES AND MINES AND ANY WORKPLACE. THAT'S ONE OF THE REASONS WHY NOW A DAYS THERE IS A MINIMUM WAGE FOR WORKERS. ALSO ONE 8 HOUR WORK DAY AND YOU HAVE TO BE 14 OR OLDER TO BEGIN WORKING IN MANY JOBS.

THERE WERE ALSO OTHERS LIKE SAMUEL GOMPERS WHO FORMED WORKERS UNIONS. UNIONS THAT HELPED BETTER THE WORK PLACES. UNIONS WITH LEADERS THAT SPOKE UP FOR THOSE WHO WERE SCARED TO SPEAK. FORMED TO ~~SOLVE~~ SUPPORT WORKERS ON STRIKES. SAMUEL GOMPERS WAS CONSIDERED THE LEADER OF THE WORKING UNIONS. HE HELPED THE UNIONS GROW FROM 500 THOUSAND TO 2 MILLION 500 THOUSAND. THESE PEOPLE

BELIEVED THAT EVEN IF THE WORKERS WERE FOOLISH ENOUGH TO STRIKE NOBODY SHOULD EVER LET THEM PERISH OR STARVE.

FINALLY, GEORGIA WHO WELCOMED THE OPERATION OF THE NEW CHILD LABOR LAW. A LAW WHO TOOK CHILDREN OUT OF WORK AND INTO SCHOOL. A LAW WHO BELIEVED IN CHILDREN'S EDUCATION. ONES WHO PERMITTED THE CHILDHOOD AND PLAY TIME OF CHILDREN. THIS IS WHY EDUCATION IS WANTED ALL OVER THE WORLD. THATS ALSO WHY YOU NEED TO GO TO SCHOOL TO GET A GOOD JOB.

IN CONCLUSION, THE TIME PERIOD BETWEEN THE END OF THE CIVIL WAR AND THE BEGINNING BEGMINING OF THE 1900'S WAS A DIFFICULT ONE. ONE WHO INVOLVED DRASTIC CHANGES LIKE INDUSTRIALIZATION, WHO DAMANDED LARGER WORKFORCE AND CHANGED WORKPLACES TO THE WORST. OUT THERE WERE PEOPLE WHO DID CARE FOR THESE WORKERS AND NO ALL THEY COULD TO HELP. SO IN THIS ESSAY YOU COULD SEE THAT YOU SHOULDN'T LOOSE HOPE.

## Anchor Level 3-B

### **The response:**

- Develops all aspects of the task with little depth
- Is both descriptive and analytical (child labor led to children losing their childhood and sometimes their desire for life; reformers noticed the need and cry for help from unprotected workers; effect of some of the reforms today is the minimum wage and an eight-hour workday; union leaders spoke up for those who were scared to speak; education laws permitted childhood and playtime; there were people who did care and did all they could to help workers; there was hope because there were people who cared)
- Incorporates some relevant information from all the documents
- Incorporates limited relevant outside information (owners forgot that workers needed to be secure and safe at work; some owners did not help with funeral expenses; miners' asthma contributed to lung cancer; you now need to be fourteen years or older to begin working in many jobs)
- Includes some relevant facts, examples, and details (conditions in mines included collapses, health problems, long hours, low wages, and child labor; legislation was passed to limit work hours per day and within a week; limits were placed on child labor; Samuel Gompers and other unions protected workers; labor unions grew in size)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that restate the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. Although document information provides the basis of the response, good integration of this information demonstrates an understanding of the problems of industrialization. The discussion of actions taken to improve the lives of American workers includes some of the long-term impacts of those actions.

During the time period from the end of the Civil War to the early 1900's industrialization caused problems. There was a greater need for workers and this caused bad working conditions and hardships for workers. Individuals, the government, and labor groups tried to solve some of these problems.

There were many problems for the work force during this time period. One problem was unsafe working conditions. The owners of the factories and mines often didn't care about the safety of workers, they just wanted the work done. In the mines there was debris falling all over the place. The debris caused smoke and dust to form. Many of the workers would inhale the dust and have lung problems. Many would die from "miners' asthma". Sometimes the debris would hit the miners or trap them and they would die. Another common problem was low wages



for long work hours. The workers would work over nine hours a day, 7 days a week, and only receive about a dollar to 2 dollars. There was not much the workers could do because they needed all the money they could get and didn't want to lose their jobs. Another problem was kids working at very young ages instead of getting an education. The children were working the same hours as adults and sometimes receiving less money. Often in factories there were no fire escapes and bars on the windows so if there was a fire they would all be trapped inside and die. There was not much they could do so they put up with it for the most part.

The government, workers, and labor unions tried to help gain rights and improve conditions. Individual workers joined labor unions and

went on strike to gain their rights. They refused to work until they were given better pay or working conditions. One famous labor union was the American Federation of Labor or (AFL). The President was Samuel Gompers. He worked hard to make sure he was heard and so were the workers. He worked workers' rights. The ~~state~~ state and federal government also tried to do their part. They passed laws requiring better wages and less hours in factories. They also required fire drills and escapes for factories. For children they lowered the number of hours and made nine hours a day the maximum and 53 hours a week. In Georgia they took the children out of the work force and allowed them to go to school.

After laws were passed and regulations were set the lives of the workers were much better.

There were less deaths. In

All a law was passed and injured workers could now get payed. Many children were forced to work because one of their parents were injured.

Thanks to this law they could be payed and the children didn't have to work.

Industrialization caused the need for more workers. The workers conditions, wages, and hours were unreasonable. Many people fought to get their rights and they were rewarded. They were given better pay, less hours, better conditions, and children could get the education they deserved.

### Anchor Level 3-C

**The response:**

- Develops all aspects of the task with little depth
- Is more descriptive than analytical (owners of the factories and mines often did not care about the safety of workers because they just wanted the work done; thanks to the Workmen's Compensation Law injured workers could be paid)
- Incorporates some relevant information from documents 1, 2, 4, 5, 7, and 8
- Incorporates limited relevant outside information (children worked the same hours as adults for less money; workers were limited in what they could do because they needed their wages and were afraid of losing their jobs; children were forced to work when their parents were injured)
- Includes some relevant facts, examples, and details (conditions in mines included collapses, health problems, long hours, low wages, and child labor; children working same hours as adults; lack of safety provisions in factories; Samuel Gompers was president of the American Federation of Labor; state and federal government passed laws that required better wages, fewer hours in factories, and limited child labor); includes a minor inaccuracy (laws were passed that limited the work week for children to 58 hours)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that mentions problems faced by workers and results of actions by workers

**Conclusion:** Overall, the response fits the criteria for Level 3. Although all components of the task are addressed, the response contains few substantive details. Document information and some relevant outside information are combined to demonstrate a satisfactory understanding of the task.

"We get cold quickly. Powder, smoke, after-damp, bad air—all combine to bring furrows to our faces and asthma to our lungs." Working this way is horrible, but Americans in the early 1900's had to deal with it. Un-fair working conditions, low pay and long hours made the lives of many terrible. Things looked up for these workers, however, with the help of President Roosevelt, Samuel Gompers and Union work forces, their lives changed for the better. I will explain how they got their new lives in the following paragraphs.

In document one, a miner described the difficulties in his job. The conditions, the pay, his brother's death. Workers in the early 1900's barely lived. Small children, women, men all worked under the same conditions. President Roosevelt made a step to help worker's. In 1902 his fact-finding commission awarded miners a wage increase and a shorter working day. Although a small step, it was a well needed start.

In documents three and four it describes workers on strikes. Strikes helped some workers but I'm not sure they were very effective.

Many workers lost their jobs and were going hungry. Labor Unions became very popular in the United States between 1898 and 1914. More and more workers joined them, all aiming for the same goal. During the time when labor Unions got popular the government again stepped in. More laws were passed, regarding safety precautions and a one day's rest out of seven. Also the Georgia Child Labor Law passed putting children back in school and out of factories.

Samuel Gompers was ~~one~~ maybe the biggest part of workers getting their rights and wants met. He was a great speaker and led many labor Unions. He was liked by all workers and was widely supported. He fought for workers, increasing their pay, lowering their ~~ex~~ hours and improving the conditions they worked in. He helped so that the big business owners didn't get to pocket so much of their profits, like they did in the past. In a way Samuel Gompers was there for the American working people when they needed him and was considered a hero.

Actions taken by Samuel Gompers, labor unions, Theodore Roosevelt, and his government helped make the lives of Americans less stressful, easier, and happier. Without these people, the laws they made may have never existed, and we would be working the same today. So not only did they help that generation by lowering hours, raising pay, making conditions safer... but they helped all generations to come as well.

**Anchor Level 2-A**

**The response:**

- Minimally develops all aspects of the task
- Is primarily descriptive (although President Roosevelt's fact-finding commission was a small step, it was a well-needed start; more and more workers joined labor unions all aiming for the same goal; not only did actions help that generation but they helped all generations to come as well); includes weak application (small children, women, and men all worked under the same conditions in mines; when labor unions became popular, the government again stepped in)
- Incorporates limited relevant information from all the documents
- Presents little relevant outside information (Samuel Gompers was liked by all workers and was widely supported; Samuel Gompers was there for the American working people when they needed him and was considered a hero)
- Includes few relevant facts, examples, and details (working conditions were unfair; workers had low pay and long hours; President Roosevelt's fact-finding commission awarded a wage increase and a shorter workday for miners; labor unions became popular between 1898 and 1914; Georgia Child Labor Law put children in school and out of factories; Samuel Gompers was a great speaker and led many labor unions; Samuel Gompers fought for better pay, shorter hours, and better working conditions)
- Demonstrates a general plan of organization; uses a quotation from document 1 to introduce the problems of industrialization effectively, and includes a conclusion that summarizes the actions taken to improve the lives of workers

**Conclusion:** Overall, the response fits the criteria for Level 2. Although some over-generalized outside information on Gompers is included, the response primarily focuses on basic information from the documents. The discussion demonstrates an understanding of the task; however, some information is not developed in the level of detail commonly found in a Level 3 response.

Between the end of the Civil War, and the 1990's there were a lot of problems and issues regarding the workers of the United States. There were a series of issues, such as bad working conditions or low wages. In fact around 1902 miners' went out on strike. They did this because of the bad conditions that they worked in for low pay. All the money made was basically mostly all going to the mine owners, or operators. So they went on strike for more pay. (Document #1)

So the miners went on strike, to try and defend for themselves. Miners believed that they must earn fair ~~living~~ living wages, or they can't live. So they fought for their wages. They also started at a young age. ~~and~~ There were also many things that could instantly kill miners. A miner died from rocks, so if you have a good chance of being killed on your job, you should get a good pay to support your family if you were to get killed. (Document #2)

Theodore Roosevelt raised pay and made 9-hour work days.



Another issue was children.

Factories, tenements, and canneries hired children at a very young age to work. They also, like the miners, worked for a very low pay. ~~They~~ To add on to the low pay they worked for numerous amounts of hours. Then finally in New York State laws made it illegal to hire children to work in factories, tenements, or canneries. There also was another law that stated that nine-hour day and fifty-four hour work week became the maximum amount all persons under the age of 18 could work (document #2). There was also the Georgia factories that gave children a chance at education. (Document # 7)

There were also labor unions that steadily continued to increase with one slump. People petitioned for the 8-hour worked days. Outside, inside where ever. They were determined to get 8-hour workdays and they did (Document #4). There were

also people that agreed that if you go tell the men who worked 14-16 hour ~~o~~ day for \$1.00-\$1.25 in pay that they have lost their liberty and they will laugh at you." (Document #8)

The changes that the government made were very important. They changed wages and working conditions. ~~o~~ They changed the age allowed to work and also the amount of time they were allowed to work. If the government didn't change this we would probably still have these problems today. Which those problems would probably resort to other problems. Thank the government for the way jobs are today.

## Anchor Level 2-B

### **The response:**

- Minimally develops all aspects of the task
- Is primarily descriptive (workers went out on strike because of bad conditions; miners went out on strike to defend themselves; if you have a good chance of being killed on your job, you should get a good pay to support your family; government changed wages, working conditions, age, and time allowed to work)
- Incorporates limited relevant information from documents 1, 2, 4, 6, 7, and 8
- Presents little relevant outside information (people petitioned for the eight-hour workday)
- Includes few relevant facts, examples, and details (in 1902, miners went on strike because of bad conditions and wanting better pay; many miners started at a young age and died because of accidents; Theodore Roosevelt raised pay and made nine-hour workdays; New York made it illegal to hire children in factories, tenements, and canneries); includes an inaccuracy (Georgia factories gave children a chance at education)
- Demonstrates a general plan of organization; includes an introduction that discusses one of the problems faced by miners and a conclusion that states the government changed wages and working conditions

**Conclusion:** Overall, the response fits the criteria for Level 2. Information from documents is paraphrased in a simplistic narrative of general statements. The response demonstrates a basic understanding of the task, but lacks the depth and detail of a Level 3 response.

Workers between the times after the civil war, and early 1900s, faced many difficulties with the conditions they had to work under.

Many people looked to factory jobs, because it was a job that demanded a lot of people.

Others worked in mines, and other types of stores, or companies. People had to work sometimes 16, to 20 hour days, and made only around a couple dollars a week. Many of the factories people worked in, had locked windows and doors, causing a hazard for when there was a fire. This also created stuffy, bad air to breathe in. Mining also had a bad effect with air, and there was always an uncertainty of or risk of falling rocks.

Child Labor was also an issue. Many farmer's children, who were poor, tried to help their family out, and had to work in factories - decreasing their chances of an education. ~~B~~ Georgia, however, as shown in document 7, set up a law of education for children in 1907.

There have been many labor unions, and organizations over the years to help fight for

better working conditions. One major organization "AFL" (American Federation of Labor), started by Samuel Gompers, fought for many reforms in conditions, and was very successful.

The frequency of strikes and labor unions increased a great deal, during this time period. As shown in document 6, they increased from 1898 - 1904. In 1904, it slightly decreased until 1906, where it gradually increased until 1914.

Protesting and strikes were common as well. As shown in document 3, there was a "Pullman Strike." People who were on strike from this railroad company, were going hungry, and working hard for very low wages. As a result of this strike, people who worked for "Pullman" gained better wages, and working conditions.

As shown in Document 1, people who were facing all of the poor working conditions, wrote complaints to government, or to employers. Between 1902, and 1914, the government played a role in trying to improve the conditions for workers, as shown in document 2.

Laws were passed, and rules were set for many factories, companies, and businesses throughout the U.S. Child Labor was restricted, or at least reduced in some places, and safety precautions were set. The benefits of being in Labor Unions were high.

Anchor Level 2-C

**The response:**

- Minimally develops all aspects of the task
- Is primarily descriptive (Samuel Gompers fought for reforms in conditions and was very successful; protesting and strikes were common); includes faulty and weak application (frequency of strikes and labor unions increased a great deal)
- Incorporates limited relevant information from documents 1, 2, 5, and 7
- Presents little relevant outside information (locked doors and windows created hazardous conditions in factories; many farmers' children tried to help their family out and had to work in factories, decreasing their chance for an education)
- Includes few relevant facts, examples, and details (people worked long hours and earned low pay in unsafe conditions; Georgia passed an education law for children; Pullman strikers were going hungry and had worked for low wages); includes an inaccuracy (Pullman strike led to better wages and working conditions; linking the frequencies of strikes to the growth of labor unions)
- Demonstrates a general plan of organization; lacks focus; includes a brief introduction and a conclusion that mentions actions that were taken to improve the lives of American workers and the way that these actions affected the lives of American workers

**Conclusion:** Overall, the response fits the criteria for Level 2. Document information is used as a framework; however, some of the conclusions drawn from that information are inaccurate. Few historical facts are used to support general statements.

At the end of the Civil War and through the early 1900s the need for a larger workforce was created by industrialization. Working conditions changed in various ways and each way was a huge change. It often caused hard times for the workers. People, Government and different groups tried to solve many of these problems. And eventually they did.

The problems of the ~~workers~~ workers in the United States between the end of the Civil War and the early 1900s were dramatic. According to document 1 ~~the~~ the working conditions were dangerous to the workers. Workers could get workers asthma from conditions like powder, smoke, after-damp, and bad air. One time 50 tons of rock dropped on a guy and he was only three feet into his job as a miner. Do you call that serious? Because I do!

The actions taken by government, groups, and/or individual to improve the lives of American workers during this period was to help them and to make laws against certain things.

The lives of American workers changed as a result of one action taken by the government, a group or an individual

was the child labor law according to document 2.

From the end of the civil war and the early 1900s industrialization started the need for a larger workforce. Working conditions changed and caused hard times for workers.

**Anchor Level 1-A**

**The response:**

- Minimally develops some aspects of the task
- Is descriptive (working conditions were dangerous to the workers)
- Consists primarily of relevant information from documents 1 and 2
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (workers could get asthma; workers died in mine accidents; child labor laws)
- 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. The response demonstrates a limited understanding of a problem faced by workers created by industrialization and vaguely mentions an action taken to address a problem.



American workers lives changed as a result of one action taken by the government, a group, or an individual to let kids under the age of sixteen banned from working in factories more than nine hours a day.

Two actions the government did to helped the labor was that department of labor was formed to promote the causes of the American worker and laws made it illegal to hire children to do factory work in tenements or canneries.

Young kids who work in factories the Civiltation lady came with a spelling book (ABC) came and take a little girl to her spelling and give her a education.

In my opinion I think that was a good idea to make it illegal to hire kids and children under the age of 16 be banned working in the factories more

nine hours a day because kids  
from the age of 3-16 should be  
in school getting a education

**Anchor Level 1-B**

**The response:**

- Minimally addresses some aspects of the task
- Is descriptive (little girls were taken from factories to get an education; kids from the ages of three to sixteen should be in school getting an education)
- Consists primarily of relevant information from documents 2 and 7
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (kids under the age of sixteen were banned from working in factories more than nine hours a day; Department of Labor was formed to promote the causes of the American worker; laws made it illegal to hire children to do factory work in tenements or canneries)
- Demonstrates a weak plan of organization; includes an introduction that states how the lives of children changed under one law and a conclusion that states an opinion about this change

**Conclusion:** Overall, the response fits the criteria for Level 1. The response focuses on a few facts without adequately tying them to the theme. The information presented is minimal.

After the Civil War right up to the early 1900s there was a lot of industrialization. All this new industrialization created a need for a very large workforce, causing working conditions and labor laws to change dramatically. All these changes caused a lot of trouble for workers, and many groups ~~and~~ and people tried to solve a lot of these ~~problem~~ problems. These people wanted to stop child labor, create better conditions for working women and immigrants, cut back on working hours, and safer work areas. Some took drastic actions, while others used a more subtle ~~approach~~ approach.

This Industrial Revolution ~~and~~ brought many problems to the working force. As factories ~~and~~ began to spring up a lot of employees were needed. (a) So the factory owners would look for the people who would be cheapest to hire, knowing that they would save money hiring people with already very little rights. (b) They hired immigrants, children, and women, mostly. (c) And the conditions were horrible in most of the places they worked. ~~They~~ They were cramped, under-paid, worked very long hours, and had no vacations. (d) There were also no guidelines for sanitation, <sup>or health</sup> especially in the mines. (Doc 1) Miners got no education, and started their work from a really young age. Underground, always at the risk of tunnel collapsing, breathing

in bad air, powders, smoke, and other bad things, giving them asthma and premature wrinkles. And the miners barely got paid anything.

Many people did not like just sitting back and watching these people suffer. (2) The government, many groups, and even some individuals worked to improve the horrid working conditions. Laborers themselves would do many things, like creating labor unions or going on strike. (Doc 4) When going on strike the groups of workers would gather in protest, often waving signs of what they wanted ~~and~~ while refusing to work until ~~they~~ they got what they wanted, like better working conditions. (3) The government also passed laws, setting restrictions on how people worked and who to hire. (Doc 2) Like in 1913 the New York state government passed a law declaring that children wouldn't be allowed to work in factories. And in 1912 it became a law that everybody should get at least one day off a week. Between 1898 and 1914 labor unions began grow. (Doc 6) These unions tried to obtain better conditions for workers, ~~and~~ In 1898 to 1914 these unions grew greatly in size.

This very rough time period (Civil War to early 1900s) showed how just one ~~action~~ action can change the lives of American workers. For example, ~~the~~ the Georgia Child Labor Law. (Doc 7) This law <sup>was</sup> passed in 1907 by the Georgian government changed the lives of many Georgian children. It

offered these poor ~~children~~ hard-working kids a chance for an education, and banned them from working in the factories. The government took action, and so the lives of those children were made better. The children would have no more terrible living and working conditions, and no more dangerous factory work. (9)

Although the Industrial Revolution was a great time of invention, the working people were treated horribly. And many groups and people worked hard to change the conditions of the laborers. Thankfully things were changed, and today working in factories isn't as bad as it used to be. With the 1920s coming things would just keep getting better for the people. Things were looking up.

Between the end of the Civil war and the early 1900s, workers of the United States had problems. These industrialists created the need for a larger workforce. Most working conditions changed dramatically, often causing hardship. Government, groups, and individuals attempted to solve many of these problems.

The action taken by the government of the American workers led to the department of labor was formed to promote the causes of the American workers. The Children Under Age established to study the causes of the Triangle Shirtwaist factory fire and working conditions in factories. If it wasn't for the government US American wouldn't have any food or our homes so we can have somewhere to eat or sleep.

From the end of the Civil War and into the early 1900's, industrialization created the need for a larger workforce. Working conditions changed tremendously, often causing hardships for workers. Government, groups, and individuals attempted to solve many of these problems.

There were many problems of workers in the United States between the end of the Civil War and the early 1900's. One of the problems of the workers was child labor.

Doc 1 Child labor was when children under the age of sixteen were forced to work. This was legal back then. Later on there was a law passed which made child labor illegal. Another one of the problems was the amount of money the workers were making. The workers could work for about fourteen hours a day and get paid \$1 or \$1.20.

Doc 2 Actions ~~were~~ <sup>were</sup> taken by Government, groups, and individuals. Some ~~of~~ <sup>of</sup> the actions were laws which made it illegal to hire children to do factory work in tenements or conneries. Some other laws were passed such as the law which required that factory workers have "One-day-of-rest-in-seven".

A way in which the way that the lives of Americans workers changed is child labor.

One action was taken by the government which

made child labor illegal. <sup>Dec 7</sup> for example in the  
state of Georgia when child labor was ~~made~~ made  
illegal children were now starting a new life.  
Children were learning how to read, write, speak etc  
There were many changes after the  
civil war, these were some of them.



During the early 1900's jobs were hard. It was not easy to get money in any way or at any cost. Would you want to work back then?

During these years there were no laws on any kind of labor or pay. And this went on for many many many many many many many many years.

During this time there were kids working in factories along with women and men earning close to nothing everyday. Also these people were working in very poor conditions with some times no brakes.

And there was no law on how many hours a week you could work. Sometime people would work 7 day weeks with no brakes at all.

But later this was all changed by child labor laws and minimum wage.

After these laws everything was fine and dandy.

There were a lot of ~~work~~working conditions that needed to be changed after the Civil War. The United States has always had a large work force. Over time, many labor unions formed for the benefit of the workers.

The government, as well as some groups and individuals, changed people's lives when they took action against the problems that workers faced.

There were many problems that the workforce faced. In the mines, there was always the danger of death (Doc 1). There could be landslides that would kill a person instantly, or the air was toxic for humans to breathe. A person was also bound to work, if they wanted to survive. Many faced unfair working hours (Doc 4). Workers went on strike for days just to get their work days shorter. This caused ~~there were~~ many riots, such as the Haymarket affair. During this riot, a few people were killed. Many owners also discriminated against hiring people. African Americans were often turned down ~~the~~ job opportunities because of their race. These problems did not go unnoticed though.

The government, several groups, and even a handful of individuals took action against these problems. There were many government laws that were passed to help (Doc 2). President Theodore Roosevelt helped miners. He managed to get them

shorter hours, and a better minimum wage. Safety in factories were improved. Fire escapes, drills, and ~~other~~ ~~emer~~ wired windows were established. This made places considerably safer. Also, President Theodore Roosevelt used the Sherman Anti-trust. ~~His~~ He attacked the big companies, <sup>who</sup> ~~which~~ usually had ~~hard~~ working conditions. He ~~toppled~~ many companies, such as Standard Oil. Samuel Gompers also fought for better working conditions (Doc 5). He would call upon a massive labor force if it was necessary to get fair working conditions. He was one of the ~~most~~ toughest ones there was. ~~These changes affected~~ ~~the~~ These changes affected people's lives. As Samuel Gompers explains, trade unions are very beneficial (Doc 8). He ~~man~~ says that some miners' lives were greatly improved. Some of them use to work for 12 or even 16 hours a day. When they joined a union, the union was able to get them an 8 hour day. The trade Union manages to get ~~them~~ the miners a raise in ~~the~~ wage by ~~70~~ 50 percent. They received between 70 and 88 cents more. With so much extra money, they could spend more. When a person spends more, its good for the economy. So when the wages increased, it was good for everyone.

Lives were changed when the government and

a few others helped to improve working conditions after the civil war and into the 1900's. Working conditions were unsafe, and were deadly to many. Thousands received higher wages with the because of the effort of a few individuals. Also, ~~the~~ some government laws benefited the workers. Most workers faced problems with their work in the ~~the~~ <sup>mid-</sup>1800's to early 1900's.

Practice Paper A—Score Level 4

**The response:**

- Develops all aspects of the task by describing problems of workers in the United States and discussing actions taken by governments and groups to improve the lives of American workers between the end of the Civil War and the early 1900s
- Is both descriptive and analytical (some took drastic actions to help workers while others used a more subtle approach; Industrial Revolution brought many problems to the working force; factory owners looked for the cheapest labor to save money by hiring people who already had very little rights; many people did not like sitting back watching other people suffer)
- Incorporates relevant information from documents 1, 2, 4, 6, and 7
- Incorporates relevant outside information (reformers wanted to stop child labor, create better conditions for working women and immigrants, cut back on working hours, and create safer work areas; factory owners hired mostly immigrants, children, and women; workplaces had no guidelines for sanitation or health; laborers themselves created labor unions)
- Supports the theme with relevant facts, examples, and details (miners started work at a young age; strikers gathered in protest waving signs and refused to work until they got better working conditions; 1913 New York State law outlawed child labor; 1912 law gave everyone one day off a week; between 1898 and 1914, labor unions began to grow; 1907 Georgia law declared that children could not work in factories and provided public education)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 4. Although much of the information used to discuss actions taken to improve the lives of American workers is taken from the documents, meaningful links between document and outside information are used in the discussion of workers' problems. Some analytical statements serve as conclusions to link statements of fact.

## Practice Paper B—Score Level 0

**The response:**

Only refers to the theme in a general way

**Conclusion:** Overall, the response fits the criteria for Level 0. The introduction is an inaccurate copy of the historical task. The references to document 2 are confusing and incoherent.

## Practice Paper C—Score Level 2

**The response:**

- Minimally develops all aspects of the task
- Is primarily descriptive (child labor was legal before the early 1900s; when child labor was made illegal, children were able to start a new life)
- Incorporates limited relevant information from documents 2, 7, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (child labor was when children under the age of sixteen were forced to work; workers worked fourteen hours and only got paid a \$1 or \$1.20; laws made it illegal to do work in tenements or canneries; “one-day-of-rest-in-seven” was required)
- 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. Most of the discussion is based on literal interpretation of some document information. Problems and laws are listed with little explanation.

## Practice Paper D—Score Level 1

### **The response:**

- Minimally develops all aspects of the task
- Is descriptive (kids were working in factories with women and men and earned close to nothing; sometimes people worked in poor conditions with no breaks); lacks understanding and application (there were no laws of labor or pay of any kind before 1900)
- Makes vague, unclear references to document 2
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (men, women, and children worked in factories; conditions were changed by child labor laws and minimum wage)
- Demonstrates a general plan of organization; includes a brief introduction and conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. This response minimally and simplistically addresses the task. A limited understanding is demonstrated by the information that is presented.

## Practice Paper E—Score Level 3

### **The response:**

- Develops all aspects of the task with little depth
- Is more descriptive than analytical (if people wanted to survive they had to work; when a person spends money it is good for the economy; when wages increased it was good for everyone); includes weak application (President Theodore Roosevelt managed to get a better minimum wage for workers; President Theodore Roosevelt toppled Standard Oil)
- Incorporates some relevant information from documents 1, 2, 4, 5, and 8
- Incorporates some relevant outside information (in the mines there was toxic air; the Haymarket Affair turned into a riot; there was discrimination in hiring by mine owners; African Americans were denied job opportunities; Standard Oil was a large company with labor issues; Samuel Gompers would call upon a massive labor force to get fair working conditions)
- Includes some relevant facts, examples, and details (miners faced landslides and other unsafe working conditions; strikes would last for days when people were seeking shorter workdays; many laws were passed concerning safety in the workplace; President Theodore Roosevelt managed to get coal miners shorter hours and a better wage; Samuel Gompers explained trade unions are beneficial)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. The section on President Theodore Roosevelt's actions is weakened by overstatements such as the inference that the Sherman Antitrust Act was used to improve working conditions. While interpretation of document information is sometimes limited and simplistic, the treatment reflects a satisfactory knowledge of the topic.

## Grade 8 Intermediate-Level Social Studies

### Descriptions of Performance Levels

Performance Level	Range of Final Scores	Definitions
4  Meeting the Standards with Distinction	85–100	Shows evidence of superior understanding of the content and concepts and of the skills required for intermediate-level achievement in each of the learning standards and key ideas assessed in social studies. Shows evidence of superior ability to apply the social studies content, concepts, and skills required for entering secondary academic environments.
3  Meeting the Standards	65–84	Shows knowledge and understanding of the content and concepts and of the skills required for intermediate-level achievement of the five learning standards that are assessed in social studies. Shows the ability to apply the social studies content, concepts, and skills required for entering secondary academic environments.
2  Not Fully Meeting the Standards	44–64	Shows only minimal knowledge and understanding of the content and concepts and of the skills required for intermediate-level achievement of the five learning standards that are assessed in social studies. Shows only minimal knowledge of the social studies content, concepts, and skills required for entering secondary academic environments.
1  Not Meeting the Standards	0–43	Does not show proficiency in understanding the content and concepts and proficiency in the skills required for intermediate-level achievement in any or most of the learning standards and key ideas assessed in social studies. Does not show evidence of an ability to apply the social studies content, concepts, and skills required for entering secondary academic environments.

### Specifications Chart

DOCUMENT-BASED QUESTION	STANDARDS/UNIT
Problems of workers and actions taken to improve their lives in an industrial society	Standards 1 and 4: United States and New York History; Economics Unit 7: An Industrial Society

**The *Chart for Determining the Final Test Score for the June 2008, Grade 8, Intermediate-Level Test in Social Studies*, will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> by noon on Wednesday, June 4, 2008. Conversion charts provided for the previous administrations of the Grade 8, Intermediate-Level Test in Social Studies 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.