

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME
2 OF 2
DBQ

UNITED STATES HISTORY AND GOVERNMENT

Thursday, June 14, 2012 — 9:15 a.m. to 12:15 p.m., only

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

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

Contents of the Rating Guide

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

- A question-specific rubric

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

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

General:

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

Mechanics of Rating

The procedures on page 2 are to be used in rating papers for this examination. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Scoring the Regents Examination in Global History and Geography and United States History and Government*.

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THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

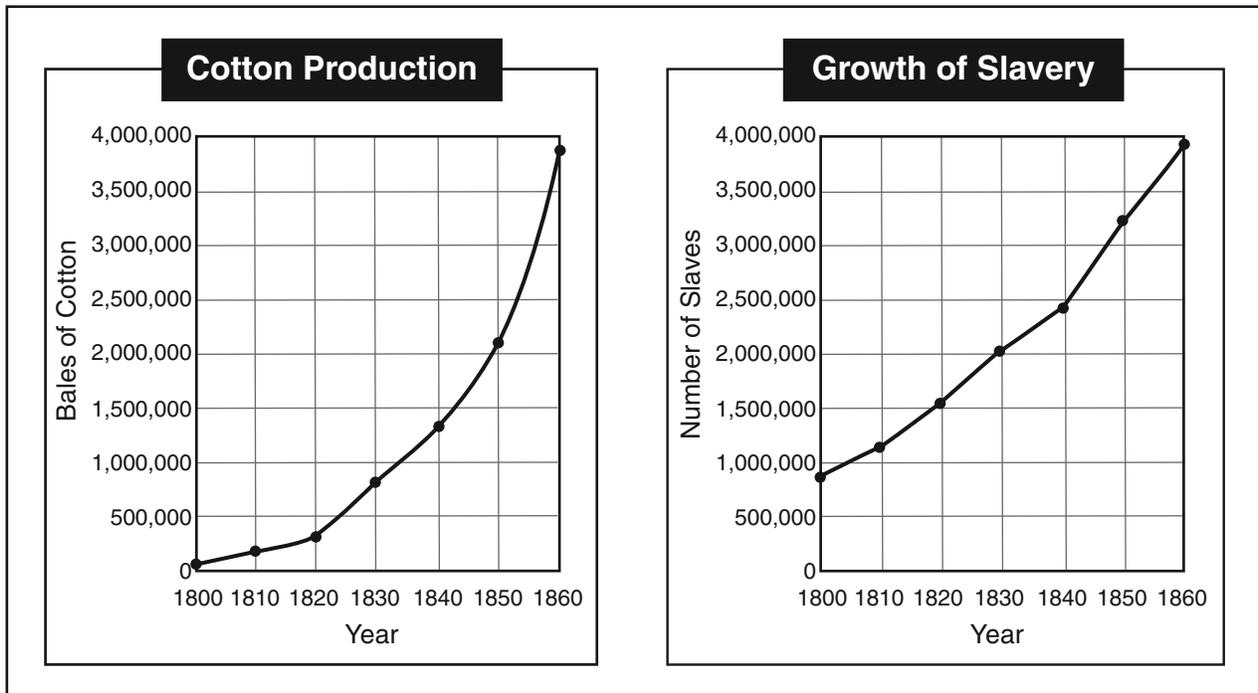
Rating the Scaffold (open-ended) Questions

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

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

The scoring coordinator will be responsible for organizing the movement of papers, calculating a final score for each student's essay, recording that score on the student's Part I answer sheet, and determining the student's final examination score. The conversion chart for this examination is located at <http://www.p12.nysed.gov/apda/> and must be used for determining the final examination score.

Document 1a



Source: *Historical Statistics of the United States, Colonial Times to 1970* (adapted)

1a Based on these graphs, state *one* relationship between cotton production and the growth of slavery between 1800 and 1860.

Score of 1:

- States a relationship between cotton production and the growth of slavery between 1800 and 1860 based on these graphs

Examples: the growth of slavery enabled cotton production to increase; between 1800 and 1860, both cotton production and the number of slaves increased; the number of slaves increased as cotton production grew; in 1860, the bales of cotton and the number of slaves were almost equal

Score of 0:

- Incorrect response
Examples: as cotton production grew, the number of slaves decreased; cotton production increased between 1800 and 1860; there was a growth in slavery
- Vague response
Examples: were similar; they were related; numbers increased
- No response

Document 1b

African-born James L. Bradley was a slave who purchased his freedom. In 1834, while a student at the Lane Seminary in Cincinnati, Ohio, he wrote a short account of his life. This is an excerpt from his account.

... I will begin as far back as I can remember. I think I was between two and three years old when the soul-destroyers tore me from my mother's arms, somewhere in Africa, far back from the sea. They carried me a long distance to a ship; all the way I looked back, and cried. The ship was full of men and women loaded with chains; but I was so small, they let me run about on deck. After many long days, they brought us into Charleston, South Carolina. A slaveholder bought me, and took me up into Pendleton County. I suppose that I staid [stayed] with him about six months. He sold me to a Mr. Bradley, by whose name I have ever since been called. This man was considered a wonderfully kind master; and it is true that I was treated better than most of the slaves I knew. I never suffered for food, and never was flogged with the whip; but oh, my soul! I was tormented with kicks and knocks more than I can tell. My master often knocked me down, when I was young. Once, when I was a boy, about nine years old, he struck me so hard that I fell down and lost my senses. I remained thus some time, and when I came to myself, he told me he thought he had killed me. At another time, he struck me with a currycomb [metal comb used for grooming horses], and sunk the knob into my head. I have said that I had food enough; I wish I could say as much concerning my clothing. But I let that subject alone, because I cannot think of any suitable words to use in telling you....

Source: Bailey and Kennedy, eds., *The American Spirit, Volume I: To 1877*, Houghton Mifflin, 1998

1b According to this document, what was *one* hardship James L. Bradley experienced as a slave?

Score of 1:

- States a hardship that James L. Bradley experienced as a slave according to this document
Examples: he was taken from his mother as a child; he was tormented with kicks/knocks; he was struck so hard that he fell down/lost his senses; he was struck with a currycomb; he was not given enough clothing; he was carried a long distance from his family; his soul suffered

Score of 0:

- Incorrect response
Examples: he did not have enough food; he was flogged with the whip; he was treated worse than other slaves
- Vague response
Examples: he was far back from the sea; he let that subject alone
- No response

Document 2

... There were tactical differences between [Frederick] Douglass and William Lloyd Garrison, white abolitionist and editor of *The Liberator*—differences between black [African American] and white abolitionists in general. Blacks were more willing to engage in armed insurrection [rebellion], but also more ready to use existing political devices—the ballot box, the Constitution—anything to further their cause. They were not as morally absolute in their tactics as the Garrisonians. Moral pressure would not do it alone, the blacks knew; it would take all sorts of tactics, from elections to rebellion....

White abolitionists did courageous and pioneering work, on the lecture platform, in newspapers, in the Underground Railroad. Black abolitionists, less publicized, were the backbone of the antislavery movement. Before Garrison published his famous *Liberator* in Boston in 1831, the first national convention of Negroes had been held, David Walker had already written his “Appeal,” and a black abolitionist magazine named *Freedom’s Journal* had appeared. Of *The Liberator’s* first twenty-five subscribers, most were black....

Source: Howard Zinn, *A People’s History of the United States, 1492–Present*, Harper Perennial, 2003

2 According to Howard Zinn, what was *one* method used by abolitionists to achieve their goals?

Score of 1:

- States a method used by abolitionists to achieve their goals according to Howard Zinn
Examples: they edited/published newspapers/magazines; they used existing political devices/the ballot box/the Constitution; abolitionists gave lectures/exerted moral pressure/worked on the Underground Railroad; held a national convention of Negroes; they engaged in armed insurrection

Score of 0:

- Incorrect response
Examples: there were tactical differences between whites and blacks; whites were the backbone of the abolitionist movement; blacks believed in using moral pressure alone
- Vague response
Examples: they used tactics; they did work; abolitionists did the right thing
- No response

Document 3

... The success or failure of abolitionism must be judged against the broader question, what was possible? In confronting the most divisive issue in American history, slavery, abolitionism provided the voice of conscience. It assisted tens of thousands of individual blacks, steered the nation toward a recognition of universal rights, and was instrumental in embedding those rights into the Constitution.

Even the “mistakes” of abolitionism had interesting consequences. For example, because male abolitionists did not fight to include the word “female” in the Thirteenth*, Fourteenth, and Fifteenth amendments, the women’s rights movement was rekindled in a backlash of anger...

Source: Wendy McElroy, “The Abolitionist Adventure,” The Independent Institute, July 1, 2003

*The 13th amendment applied equally to females and males.

3 According to Wendy McElroy, what were *two* impacts of the abolitionist movement?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* impact of the abolitionist movement according to Wendy McElroy
Examples: the 13th or 14th or 15th amendments were added to the Constitution; it assisted tens of thousands of individual blacks; the movement steered the nation toward recognition of universal rights; it was instrumental in embedding universal rights in the Constitution; it led to a rekindling of the women’s rights movement because of its mistakes/its failure to include “female” in the amendments rekindled the women’s rights movement

Note: To receive maximum credit, two *different* impacts of the abolitionist movement must be stated. For example, *it assisted tens of thousands of individual blacks* and *it assisted blacks* is the same impact expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: it supported slavery; women were included in the 15th amendment; it abolished universal rights
- Vague response
Examples: things got better; it was judged; it embedded rights; did include the word “female” in the 13th/14th/15th amendments
- No response

Document 4

Representatives of *The Harbinger* visited factories in Lowell, Massachusetts, and Manchester, New Hampshire. This is an excerpt from the magazine's report of its findings.

... The girls [in the Lowell Mills] attended upon an average three looms; many attended four, but this requires a very active person, and the most unremitting [constant] care. However, a great many do it. Attention to two is as much as should be demanded of an operative. This gives us some idea of the application required during the thirteen hours of daily labor. The atmosphere of such a room cannot of course be pure; on the contrary, it is charged with cotton filaments and dust, which, we are told, are very injurious to the lungs.

On entering the room, although the day was warm, we remarked that the windows were down. We asked the reason, and a young woman answered very naively, and without seeming to be in the least aware that this privation of fresh air was anything else than perfectly natural, that "when the wind blew, the threads did not work well." After we had been in the room for fifteen or twenty minutes, we found ourselves, as did the persons who accompanied us, in quite a perspiration, produced by a certain moisture which we observed in the air, as well as by the heat....

Source: "The Female Workers of Lowell," *The Harbinger*, November 14, 1836

4 According to this document, what was *one* condition faced by factory workers in the Lowell Mills in the 1830s?

Score of 1:

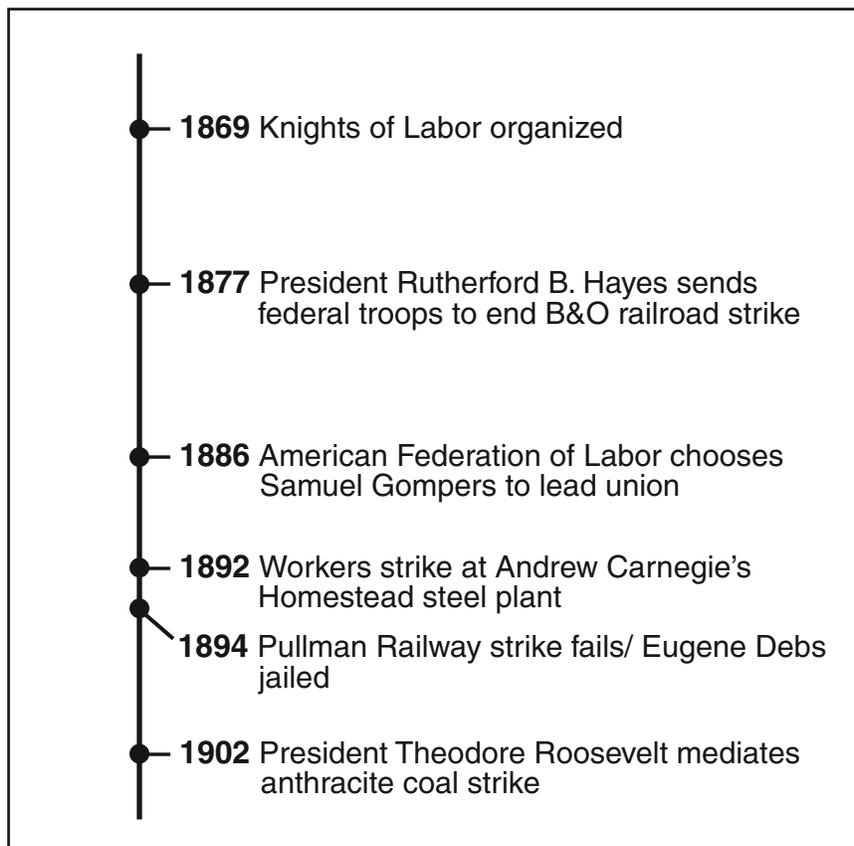
- States a condition factory workers in the Lowell Mills faced in the 1830s, according to this document
Examples: girls worked an average of three looms; many girls attended four looms; they worked for thirteen hours a day; the atmosphere of rooms was charged with cotton filaments/dust; the dust was harmful to the lungs; they were deprived of fresh air as the windows were closed; the air was hot and moist; job demands a very fast pace

Score of 0:

- Incorrect response
Examples: most of the girls were in charge of two looms; the atmosphere was pure; there was no thread; the threads did not work well
- Vague response
Examples: conditions were bad; workers were active; application was required
- No response

Document 5

Selected Events in Labor History



5 Based on this time line, what was *one* way workers responded to their working conditions between 1869 and 1902?

Score of 1:

- States a way workers responded to their working conditions between 1869 and 1902 based on this time line
Examples: they joined/organized labor unions/Knights of Labor/American Federation of Labor; workers participated in strikes/B&O railroad strike/Homestead Steel strike/Pullman Railway strike/anthracite coal strike

Score of 0:

- Incorrect response
Examples: President Hayes sent federal troops to end the B&O strike; Eugene Debs was jailed; President Roosevelt mediated the coal strike; Pullman Railway strike failed
- Vague response
Examples: they joined/participated; they mediated
- No response

Document 6a

... A better relationship between labor and management is the high purpose of this Act. By assuring the employees the right of collective bargaining it fosters the development of the employment contract on a sound and equitable basis. By providing an orderly procedure for determining who is entitled to represent the employees, it aims to remove one of the chief causes of wasteful economic strife. By preventing practices which tend to destroy the independence of labor, it seeks, for every worker within its scope, that freedom of choice and action which is justly his....

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

6a According to President Franklin D. Roosevelt, what was *one* way the National Labor Relations [Wagner] Act would affect workers?

Score of 1:

- States a way the National Labor Relations [Wagner] Act would affect workers as stated by President Franklin D. Roosevelt

Examples: it would improve the relationship between labor and management; it would assure employees the right of collective bargaining/provide an orderly procedure for determining representation of employees; the Act would foster development of sound/equitable employment contracts; it would prevent practices which tend to destroy the independence of labor; it sought freedom of choice/action for every worker; it would remove a cause of wasteful economic strife

Score of 0:

- Incorrect response
Examples: it gives management more power; it would destroy the independence of labor; it would allow management to choose representatives for employees
- Vague response
Examples: it would be a better relationship; it would provide an orderly procedure; it would serve a high purpose; it assured employees
- No response

Document 6b

Congress passed the Fair Labor Standards Act in 1938.

EMPLOYEE RIGHTS UNDER THE FAIR LABOR STANDARDS ACT

THE UNITED STATES OF LABOR WAGE AND HOUR DIVISION

FEDERAL MINIMUM WAGE

\$5.85 PER HOUR	\$6.55 PER HOUR	\$7.25 PER HOUR
BEGINNING JULY 24, 2007	BEGINNING JULY 24, 2008	BEGINNING JULY 24, 2009

OVERTIME PAY At least 1½ times your regular rate of pay for all hours worked over 40 in a workweek.

YOUTH EMPLOYMENT An employee must be at least **16** years old to work in most non-farm jobs and at least **18** to work in non-farm jobs declared hazardous by the Secretary of Labor.

 Youths **14** and **15** years old may work outside school hours in various non-manufacturing, non-mining, non-hazardous jobs under the following conditions:

No more than

- **3** hours on a school day or **18** hours in a school week;
- **8** hours on a non-school day or **40** hours in a non-school week.

Also, work may not begin before **7 a.m.** or end after **7 p.m.**, except from June 1 through Labor Day, when evening hours are extended to **9 p.m.** Different rules apply in agricultural employment. For more information, visit the YouthRules! Web site at www.youthrules.gov.

Source: U.S. Department of Labor, 2007 (adapted)

6b Based on this Department of Labor poster, what is *one* way the Fair Labor Standards Act continues to affect workers?

Score of 1:

- States a way that the Fair Labor Standards Act continues to affect workers as shown in this Department of Labor poster
Examples: increases the minimum wage over time; it guarantees time and a half for overtime work; establishes rules for young workers; it sets 16 as the minimum age for most nonfarm jobs; establishes working hours for students

Score of 0:

- Incorrect response
Examples: sets 16 as the minimum age for all jobs; it states that no one can work more than 40 hours a week; decreases the federal minimum wage
- Vague response
Examples: there are employee rights; there is a Department of Labor; there is more information; it is easy to get more information
- No response

Document 7a

... The women in Mary McClintock's [an organizer of the Seneca Falls Convention] kitchen concluded that action was required and resolved to call a woman's rights convention the next week, July 19 and 20 [1848]. On short notice, more than two hundred women and about forty men from the surrounding towns and countryside came to the meeting in the Wesleyan Chapel at Seneca Falls. They must have known that such an event was radically new. Indeed, the leaders prevailed on James Mott to preside as they quailed [faltered] before such a large, mixed audience. Yet the women at Seneca Falls brought with them a seventy-year-long tradition of female activity. Many had traveled the same route over and over to attend revivals, missionary meetings, and female gatherings in the name of temperance, moral reform, and abolition. Their mothers' generation had been the leading force in the Great Awakening two decades before. Their grandmothers and great-grandmothers boycotted tea, spun and wove for the army, and believed themselves "born for liberty." When the organizers of the convention started to write a statement for the body to debate, they returned to the legacy of their revolutionary foremothers: "We hold these truths to be self-evident," they wrote, "that all men and women are created equal." ...

Source: Sara M. Evans, *Born for Liberty: A History of Women in America*, The Free Press, 1989

7a According to Sara M. Evans, what was *one* experience of women that contributed to their demand for equality?

Score of 1:

- States an experience of women that contributed to their demand for equality according to Sara M. Evans
Examples: attendance at revivals/missionary meetings/temperance meetings/moral reform meetings/abolition meetings/Seneca Falls meeting; they learned from their mothers, who had been a leading force in the Great Awakening; their grandmothers/great-grandmothers had boycotted tea/spun and wove for the army/believed they were "born for liberty"; they had learned from the legacy of their foremothers

Score of 0:

- Incorrect response
Examples: about forty men came to a meeting at the Wesleyan Chapel; they rejected a woman's rights convention; they were not active in reform meetings
- Vague response
Examples: they attended meetings; events happened two decades before; they had a long tradition
- No response

Document 7b

... The history of mankind is a history of repeated injuries and usurpations [dispossession] on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

He has never permitted her to exercise her inalienable right to the elective franchise.

He has compelled her to submit to laws, in the formation of which she had no voice....

He has made her, if married, in the eye of the law, civilly dead.

He has taken from her all right in property, even to the wages she earns....

After depriving her of all rights as a married woman, if single, and the owner of property, he has taxed her to support a government which recognizes her only when her property can be made profitable to it....

Source: Seneca Falls *Declaration of Sentiments*, 1848

7b According to this document, what was *one* grievance stated in the Seneca Falls *Declaration of Sentiments*?

Score of 1:

- States a grievance stated in the Seneca Falls *Declaration of Sentiments*

Examples: women were not permitted to exercise their right to the elective franchise/vote; women had no voice in the laws they were forced to submit to; if married, a woman was civilly dead in the eye of the law; married women could have their property/wages taken from them; a single female property owner is only recognized by the government when her property is profitable for the government; they had suffered repeated injuries and usurpations from men; men had tried to establish an absolute tyranny over women

Score of 0:

- Incorrect response

Examples: women were prohibited from working; women could not earn wages; women could vote; it was the history of mankind

- Vague response

Examples: women were compelled; women were denied

- No response

Document 8a

Document 8b



Source: Library of Congress, 1917 (adapted)

... As [Elizabeth Cady] Stanton predicted, women's professional and tactical experience contributed powerfully to a reinvigorated suffrage movement. NAWSA [National American Woman Suffrage Association] proved to be an effective, formidable organization. Its membership increased geometrically, from 13,150 in 1893 to over two million in 1917. Suffragists mounted hundreds of campaigns within party conventions, legislatures and constitutional convocations [assemblies]. They raised millions of dollars, mostly in small sums. Countless men and women participated in vigils, parades, hunger strikes and illegal invasions of polling places. Dozens suffered imprisonment and fines. In 1873, Susan B. Anthony was arrested for the federal crime of "having voted without the lawful right to vote." At her highly publicized trial in Rochester, New York, she was convicted and fined by a judge who brushed aside the jury and whose opinion had been written in advance of the trial...

Source: Sandra F. VanBurkleo, "No Rights But Human Rights: The Emancipation of American Women," *Constitution*, Spring-Summer, 1990

8 Based on these documents, what were *two* methods used by women's rights groups to influence American public opinion?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* method used by women's rights groups to influence American public opinion based on these documents
Examples: they carried posters asking the president for support; they demonstrated/protested with signs/posters/they participated in vigils *or* parades *or* hunger strikes; they formed the National American Woman Suffrage Association; they mounted campaigns within party conventions/legislatures/constitutional convocations; they raised millions of dollars to support their efforts; some women were willing to go to jail/to be fined for their activities; some violated voting laws to draw attention/participated in illegal invasions of polling places

Note: To receive maximum credit, two *different* methods used by women's rights groups to influence American public opinion found in these documents must be stated. For example, *they demonstrated with signs* and *they carried posters* are the same method expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: they waited for liberty; they used violent protests; they ignored politics
- Vague response
Examples: they raised sums/millions; they participated; they contributed
- No response

Document 9

... As it turned out, women's suffrage had few consequences, good or evil. Millions of women voted (although never in the same proportion as men), women were elected to public office (several gained seats in Congress by the end of the 1920's), but the new electorate caused scarcely a ripple in American political life. Women like Jane Addams made great contributions, but it would be difficult to demonstrate that they accomplished any more after they had the vote than before. It was widely believed, although never proved, that women cast a "dry" vote for Hoover in 1928 and that women were likely to be more moved than men to cast a "moral-issue" vote. Otherwise, the earth spun around much as it had before...

Source: William E. Leuchtenburg, *The Perils of Prosperity, 1914–32*, University of Chicago Press, 1958

9 According to William E. Leuchtenburg, what was *one* result of women's suffrage on American society?

Score of 1:

- States a result of women's suffrage on American society according to William E. Leuchtenburg
Examples: millions of women voted; women were elected to public office; several women gained seats in Congress by the end of the 1920s; it was believed that women cast a "dry" vote for Hoover; it was widely believed that women were more likely to cast a "moral-issue" vote; woman's suffrage had only a limited effect on American political life/it caused scarcely a ripple in American political life/had few consequences/little changed as the earth spun around much as it had before

Score of 0:

- Incorrect response
Examples: women were not elected to public office; women gained a majority in Congress by the end of the 1920s; it was proven that women cast a "dry" vote for Hoover
- Vague response
Examples: women were likely to be more moved than men; several gained seats; they accomplished more
- No response

United States History and Government
Content-Specific Rubric
Document-Based Question
June 2012

Historical Context: Throughout United States history, movements have sought to bring about economic, political, and social change. These movements have had a significant impact on the United States and on American society. These movements include **the abolitionist movement, the labor movement, and the woman’s suffrage movement.**

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

- Describe the historical circumstances that led to this movement
- Describe how this movement attempted to achieve its goals
- Discuss the impact of this movement on the United States and/or on American society

Scoring Notes:

1. This document-based question has a minimum of *six* components (describing the historical circumstances that led to *each* of *two* movements, describing how *each* movement achieved its goals, **and** discussing the impact of *each* movement on the United States and/or on American society).
2. The discussion of the impact of the movement may be on the United States and/or on American society.
3. The impact of the movement may be immediate or long term.
4. The impact may be the same for both movements, but the facts and details will vary, e.g., increased participation in politics was an impact of both the abolitionist movement and the woman’s suffrage movement.
5. The impact of the movement may be discussed from differing perspectives as long as the positions taken are supported by accurate historical facts and examples.
6. Only two movements may be chosen from the historical context. If three movements are addressed, only the first two movements addressed may be rated.
7. For the purpose of meeting the criteria of using *at least four* documents in the response, documents 1a, 1b, 6a, 6b, 7a, 7b, 8a, and 8b may be considered as separate documents *if* the response uses specific separate facts from each document.
8. Any document provided for this essay question may be used in the response if the information is relevant to the movement being discussed. For example, documents 3 and 4 provide some useful information that can be used in a discussion of woman’s suffrage. Such usage should be evaluated on its relevance in each case.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by describing the historical circumstances that led to each of two movements, describing how each movement achieved its goals and discussing an impact of each movement on the United States and/or on American society
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *abolition*: connects the Second Great Awakening's religious spirit and its influence on abolitionist thought and the role played by writers in exposing slavery's inhumanity to increasing Northern opposition to the extension of slavery, Southern insecurities, the secession of Southern states, and the passage of the 13th amendment after the Civil War; *labor*: connects the 19th-century economic and technological changes that led to increased power of employers, the depersonalization of labor, and the use of nationwide strikes protesting wage cuts to the negative effects of strike violence on public opinion thus delaying support for legal recognition of labor unions and collective bargaining rights until the 1930s
- Incorporates relevant information from **at least four** documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to movements that brought change (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *abolition*: *Uncle Tom's Cabin*; New England Anti-Slavery Society; American Anti-Slavery Society; William Lloyd Garrison; *The Liberator*; *North Star*; Frederick Douglass; Sojourner Truth; Civil War; Emancipation Proclamation; *labor*: Industrial Revolution; corporations; Knights of Labor; Homestead Steel Strike; Andrew Carnegie; Samuel Gompers; skilled labor; American Federation of Labor; Franklin D. Roosevelt; New Deal; minimum wage
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing all aspects of the task for one movement more thoroughly than for the second movement *or* by discussing one aspect of the task less thoroughly than the other aspects of the task
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *abolition*: discusses how the growing awareness of the evils of slavery and the exposure given to slavery as a moral cause by writers added to Northern support for the abolitionist movement and led to increasing Southern concerns over their future in the Union, the secession of Southern states, and the Civil War; *labor*: discusses how the deterioration of working conditions as a result of industrialization and the reasons strikes were unsuccessful in achieving worker goals led to the eventual improvement of the status of labor as a result of the passage of federal legislation guaranteeing collective bargaining rights
- Incorporates relevant information from **at least four** documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

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

Abolitionist Movement

Key Ideas from Documents 1-3

Historical Circumstances	<p>Doc 1—Relationship between growth of slavery and the increase in cotton production between 1800 and 1860</p> <p>Separation of families</p> <p>Buying and selling of slaves</p> <p>Lack of clothing</p> <p>Physical/psychological mistreatment of enslaved persons</p>
How Goal Achieved	<p>Doc 2—Publication of abolitionist newspapers (<i>The Liberator</i>)</p> <p>Use of armed insurrection, political devices (ballot box, Constitution), and moral pressure</p> <p>Use of lecture platform and Underground Railroad</p> <p>Holding of national convention by African Americans</p> <p>Publication of “Appeal” by David Walker</p> <p>Publication of black abolitionist magazine (<i>Freedom’s Journal</i>)</p>
Impact	<p>Doc 3—Providing confrontation for divisive issue</p> <p>Providing a voice of conscience</p> <p>Assisting tens of thousands of blacks</p> <p>Steering nation toward recognition of universal rights</p> <p>Instrumental in embedding universal rights into Constitution</p> <p>Rekindling of the women’s rights movement as a result of mistakes</p>

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	<p>Influence of religious spirit</p> <p>Influence of cotton gin (Eli Whitney)</p> <p>Purchase of land and enslaved persons to grow more cotton (Cotton Kingdom)</p> <p>Dawn-to-dusk workday for enslaved persons</p> <p>Lack of civil and political rights for enslaved persons</p> <p>Denial of educational opportunities</p> <p>Poor living conditions (substandard housing, crowding, few amenities)</p> <p>Poor health conditions</p>
How Goal Achieved	<p>Details about armed insurrections (Denmark Vesey, Nat Turner)</p> <p>Formation of antislavery societies (New England, American)</p> <p>Increasing attention to morality of slavery in national debates (Missouri Compromise, Wilmot Proviso, Fugitive Slave Act, Kansas-Nebraska Act, <i>Dred Scott</i> decision)</p> <p>Details about activities of William Lloyd Garrison (burning a copy of the Constitution, advocating Northern secession)</p> <p>Formation of third parties (Liberty, Free-Soil, Republican)</p> <p>Publication of <i>North Star</i></p> <p>Publication of books (<i>Narrative of the Life of Frederick Douglass</i>, <i>Uncle Tom’s Cabin</i>)</p> <p>Aid to runaway slaves (Harriet Tubman, Quakers)</p> <p>Activities of John Brown (Kansas, Harpers Ferry)</p>
Impact	<p>Increasing the ongoing tensions between North and South</p> <p>Negative reaction of many Northerners (mob activities, destruction of printing presses, death of Elijah Lovejoy, fears of economic disruption)</p> <p>Increasing the opposition to extension of slavery into western territories</p> <p>More aggressive response of South (censoring of abolitionist literature; justification being taught in schools and churches; support for gag rule and secession)</p> <p>Increased Southern insecurities and fear culminating in the Civil War</p> <p>Details about the 13th amendment, 14th amendment, 15th amendment</p>

Labor Movement

Key Ideas from Documents 4-6

Historical Circumstances	Doc 4 —Working conditions in Lowell Mills (average of three looms for each worker, thirteen-hour days, rooms filled with cotton filaments and dust, windows closed even on warm days)
How Goal Achieved	Doc 5 —Formation of organizations (Knights of Labor, American Federation of Labor) Use of strikes; imprisonment of Eugene Debs Choice of Samuel Gompers to lead American Federation of Labor Presidential mediation (Theodore Roosevelt)
Impact	Doc 5 —Use of federal troops to end B&O railroad strike Failure of Pullman Railway strike Mediation of anthracite coal strike by President Theodore Roosevelt Doc 6 —Passage of National Labor Relations Act (employees’ right to collective bargaining, development of employee contracts on a sound and equitable basis, orderly procedure for determining representation for employees, prevention of practices that tended to destroy independence of labor, providing workers with freedom of choice and action) Passage of Fair Labor Standards Act (federal minimum wage, overtime pay for all hours worked over 40 in a workweek, restrictions on employment of youth)

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	Deterioration of working conditions with growth of factory system (impersonal relationships between employers and employees, wage-slaves, unsanitary buildings, lack of fire and safety codes, child labor, frequent injuries/deaths, lack of workmen’s compensation) Limited protection for labor activism (dismissal, decreased wages, blacklisting, injunctions, lockouts, yellow-dog contracts, refusal to negotiate, strikebreakers) Use of Sherman Antitrust Act by federal courts against unions Exposure of poor working conditions in publications (Upton Sinclair’s <i>The Jungle</i> , John Spargo’s <i>Bitter Cry of the Children</i> , newspaper and magazine articles, efforts of muckrakers)
How Goal Achieved	Details of organization of Knights of Labor, American Federation of Labor Efforts of other labor unions (United Mine Workers, International Ladies Garment Workers Union, American Railway Union, Committee for Industrial Organization) Details about specific strikes (Haymarket Riot, B&O Railroad, Homestead, Pullman, Lawrence Textile mills) Protesters (Mother Jones) Lobbying of state and national governments by Progressives Support of President Franklin D. Roosevelt and the Democratic Party
Impact	Negative effects of strikes on public opinion (violence, destruction of property, loss of lives, impact of closed businesses, fear of socialism and communism) Passage of Progressive legislation (Meat Inspection Act, factory inspections, child labor, workmen’s compensation) Congress and the public more sympathetic during the 1930s (increased union membership, New Deal legislation) Shift in public opinion after World War II (recurring strikes, support for Taft-Hartley)

Woman’s Suffrage Movement

Key Ideas from Documents 7-9

Historical Circumstances	<p>Doc 7—Significant role of women in American society (Great Awakening, revivals, missionary meetings, temperance, moral reform, abolition gatherings)</p> <p>History of repeated injuries and usurpations by men</p> <p>Establishment of absolute tyranny over women by men</p> <p>Denial of right to the elective franchise</p> <p>Submission to laws in which women had no voice; loss of right to property and wages</p> <p>Payment of property taxes by single women to a government which only recognized them when their property could be profitable to the government</p>
How Goal Achieved	<p>Doc 7—Meetings in private homes (Mary McClintock)</p> <p>Convention at Seneca Falls</p> <p>Presentation of grievances in Declaration of Sentiments</p> <p>Doc 8—Picketing the president for liberty and suffrage</p> <p>Organization of National American Woman Suffrage Association</p> <p>Sponsoring hundreds of campaigns in party conventions, legislatures, and constitutional convocations</p> <p>Raising millions of dollars</p> <p>Participation in vigils, parades, hunger strikes, and illegal invasions of polling places</p> <p>Imprisonment and fines of dozens of women (Susan B. Anthony)</p>
Impact	<p>Doc 9—Voting by millions of women</p> <p>Election of women to public office (several seats in Congress by the end of the 1920s)</p> <p>Not many changes in political life</p> <p>Contributions of women (Jane Addams)</p> <p>Wide belief that women cast a “dry” vote for Hoover in 1928</p> <p>Belief that women were more likely to cast a “moral-issue” vote</p>

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	<p>Assumption that women are physically and emotionally weak</p> <p>Home as women’s sphere of influence (cult of domesticity)</p> <p>Increased participation in public life</p> <p>Increased educational opportunities (Oberlin, Mt. Holyoke, Emma Willard, Vassar, Wellesley)</p> <p>Renewal of activism as a result of passage of 15th amendment</p> <p>Women’s role in Progressive movement</p> <p>Women’s role in World War I</p>
How Goal Achieved	<p>Lobbying state legislatures for voting rights (Wyoming, Utah, Colorado, Idaho)</p> <p>Lobbying Congress for constitutional amendment</p> <p>Linking ballot to traditional definition of women’s role (Carrie Chapman Catt)</p> <p>Gaining support of Progressive reformers</p>
Impact	<p>Lack of serious consideration of Seneca Falls resolutions</p> <p>Granting of right to vote with ratification of 19th amendment</p> <p>Organization of National Women’s Party and campaign for an equal rights amendment</p> <p>Appointment of more women to political positions (Frances Perkins, Mary McCloud Bethune, Eleanor Roosevelt)</p> <p>Renewed women’s rights movement of the 1960s–70s (Gloria Steinem, Betty Freidan)</p> <p>Increase of political activism (Geraldine Ferraro, Hillary Clinton, Sarah Palin, Nancy Pelosi, Kirsten Gillibrand, Michele Bachmann)</p>

The abolitionist and labor movements both have had significant impact on the United States and American society. Eventually, the success of the abolitionist movement translated into the Civil Rights Movement of the 1960s. The labor movement gained much headway in the 20th century and was quite successful, although it is still active today. Both movements began in response to oppression and a violation of rights and both are directly and indirectly continuing to pursue their goals today through writings, demonstrations, and legislation.

While Southerners gave racial, Biblical, and historical defenses for slavery, Northerners gradually began to realize the injustice of the "peculiar institution." Although the colonies had separated from Great Britain, as states they continued to model Britain in terms of some of their actions. The Constitution banned the slave trade in 1808 and American abolitionists were encouraged when Britain ended slavery in the British Empire. Many Americans were exposed to the evils of slavery by the autobiographical works of Bradley (Doc 16), and Frederick Douglass, and by Harriet Beecher Stowe's novel *Uncle Tom's Cabin*. The "Liberator" by Garrison (Doc 2) was a well-known abolitionist newspaper. Garrison believed in the immediate abolition of slavery regardless of the consequences for the nation. Harriet Tubman succeeded in freeing many slaves in the Underground Railroad. These factors worked against slavery while at the same

time there was an increase in the need for slaves (Doc 1) that was largely a result of Eli Whitney's cotton gin. This invention furthered the growth of cotton as a major cash crop.

The Republican Party's formation, although not abolitionist, furthered the movement before the Civil War as it was opposed to the extension of slavery. This movement achieved success with the issuance of the Emancipation Proclamation (1863) and then the 13th Amendment in 1865. Post Civil War the Republicans in Congress supported freedmen's rights by passing equal protection and voting amendments. The spirit of the abolitionist movement was not limited to the passage of the 13th Amendment. Its spirit and offshoots continued during Reconstruction as African Americans voted and were elected to Congress and generally exercised their rights as citizens. However the Redeemers and their Jim Crow laws and poll taxes, literacy tests, and the grandfather clause limited them. The dreams and values of abolitionists such as Frederick Douglass and Harriet Tubman were incorporated in the later Civil Rights Movement. Passage of legislation such as the Voting Rights Act and the 24th Amendment ended restrictions for African American voters. A more indirect result of the movement was for women's rights (Doc 3). Women, as activists in the abolitionist cause, recognized a link between their oppression and that of blacks. They also were upset by the omission of women in the 15th Amendment. This spurred women to renew their fight for their voting

rights as well.

The labor movement has been very successful over the long term. During industrialization, the Lowell girls were exposed to terribly harmful conditions (Doc 4) as were other manufacturing workers, into the 20th century, notably at the Triangle Shirtwaist Factory. Bad conditions led to strikes in many industries including the Pullman strike of 1894, which was ended using Federal troops, and the anthracite coal strike of 1902 (Doc 5). To settle the latter, President Theodore Roosevelt did not send in federal troops, but instead mediated the strike giving a limited victory to the labor movement. This was a different approach from Gilded Age presidents when the government worked closely with business and followed laissez-faire policies that actually helped big business. The muckrakers, notably Upton Sinclair with the publication of *The Jungle*, helped to expose bad working conditions in the meat packing industry. This book and the work of other Progressives provided evidence and publicity for the labor movement.

The labor movement was successful in terms of legislation passed. The Wagner Act – or National Labor Relations Act of 1935 (Doc 6a) gave employees rights to collective bargaining and also limited unfair labor practices. This Act was countered in 1947 ⁱⁿ ~~with~~ the Taft-Hartley Act which restored some power to the employer. More recently labor unions have supported a bill that is trying to make it easier for workers to unionize – the Employee Free Choice

Act. Since the 1930s, government has been generally supportive of labor. The federal government seeks to protect workers by regulating work hours, minimum wage, (Doc 6b) and conditions and by restricting child labor. While the Wagner Act encouraged unionization, union membership has steadily declined since World War II. Today only a small percentage of the workforce belongs to a union but most workers benefit from legislation influenced by the labor movement.

The abolitionist and labor movements both met initial resistance but gradually met with eventual success. The movements resulted as a response to oppression of a large group. Each movement had its real initial success when the President declared his support: Lincoln with the Republican platform and the Emancipation Proclamation and FDR with his pro labor position and the Wagner Act. Vocal groups and newspapers helped to initiate ~~a~~ successful legislation in favor of the two movements. Both movements have had a substantial impact on life in the United States.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the abolitionist movement and the labor movement
- Is more analytical than descriptive (*abolitionist*: eventually, the success of the movement translated into the civil rights movement; many were exposed to the evils of slavery by autobiographical works of Bradley and Douglass; the spirit of the movement was not limited to the passage of the 13th amendment; their dreams and values were incorporated in the civil rights movement; *labor*: to settle the anthracite coal strike, President Theodore Roosevelt did not send in federal troops but instead used mediation giving a limited victory to the movement; most workers today benefit from legislation that was influenced by the movement)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (*abolitionist*: while Southerners gave racial, Biblical, and historical defenses for slavery, Northerners gradually began to realize the injustice of the “peculiar institution”; Tubman succeeded in freeing slaves via the Underground Railroad; an increase in the need for slaves was largely a result of Whitney’s cotton gin; Republican Party was opposed to the extension of slavery; the movement achieved success with the Emancipation Proclamation and the 13th amendment; during Reconstruction, African Americans voted and were elected to Congress; Redeemers, Jim Crow laws, poll taxes, literacy tests, and the grandfather clause limited African American rights; the Voting Rights Act and the 24th amendment ended voting restrictions for African Americans; *labor*: the Pullman strike was ended with federal troops; mediation was a different approach from Gilded Age presidents when the government worked closely with business and followed laissez-faire policies; muckraker Upton Sinclair’s *The Jungle* helped to expose bad working conditions; the Taft Hartley Act restored some power to the employer; more recently, labor unions have supported the Employee Free Choice Act that is trying to make it easier for workers to unionize; union membership has steadily declined since World War II)
- Richly supports the theme with many relevant facts, examples, and details (*abolitionist*: Harriet Beecher Stowe, *Uncle Tom’s Cabin*; Garrison, *The Liberator*, abolitionist newspaper; *labor*: Lowell girls, harmful conditions; strikes in many industries; Wagner Act, collective bargaining, limited unfair labor practices; protection of workers by regulating work hours, minimum wage, restrictions on child labor)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discuss the eventual success of both movements and their continued pursuit of their goals

Conclusion: Overall, the response fits the criteria for Level 5. Historical references link the abolitionist movement to the civil rights movement and the women’s rights movement as impacts on American society. Comparisons regarding presidential support and methods offer evaluative conclusions for each movement.

Many movements that arose in the 19th and early 20th century have had lasting economic and social changes in the U.S. Two such movements include the abolition movement, to end slavery, and the labor movement, to improve the status of workers.

The historical circumstances that led to the abolition movement actually began before the American Revolution. As part of the Atlantic slave trade, slaves were imported to British North America, generally to work on plantations and farms throughout the 13 colonies. Beginning in the 1800s, the effects of Eli Whitney's cotton gin took hold in the South and cotton became a common profitable cash crop. The number of slaves in the South grew because of their relatively high birth rate. They tended the cotton fields and the planter aristocracy invested much of their capital in slave labor. (Doc 1A). Whether they worked in the fields or in the master's house, many slaves were treated poorly, forced to take the master's surname, beaten, and some were sexually abused, especially domestic slaves (Doc 1B). The inhumanity of the institution did not seem to fit with the values stated in the Declaration of Independence.

The methods used to drive the abolition movement varied from slaves to freedmen to whites. Some slaves opposed their masters via sabotage that is breaking tools or deliberately working slowly. Freedmen, like Frederick Douglass founded "The North Star" newspaper and wrote the widely read narrative of his life as a slave in order to promote abolition. The efforts of white abolitionists included lectures, newspapers, especially William Lloyd Garrison's "The Liberator," which

helped make antislavery a national issue. Efforts also included help on the Underground Railroad (meant to sneak escaped slaves to the North), and violence, like John Brown's radical attack on Harper's Ferry, Virginia. (Doc 2). Brown's actions led the South to think more seriously about secession. After Lincoln's election, the South seceded and the Civil War began. At first the North was fighting to save the Union, but it soon turned into a fight to also free the slaves.

Following the bloody Civil War, the Thirteenth, Fourteenth, and Fifteenth Amendments were ratified partially as an outcome of the abolition movement. The Thirteenth Amendment gave abolitionists what they had been fighting for: freedom for all slaves. The Fourteenth and Fifteenth Amendments granted citizenship to blacks and equal protection and granted blacks the right to vote (Doc 3). Despite these gains, most blacks ultimately could not enjoy these rights after Reconstruction ended in 1877 due to the passage of Jim Crow laws and other efforts to limit the rights of blacks. The Civil Rights Movement in the 1960s finally achieved equal rights for blacks.

The labor movement too began in the 1800s with the development of the first textile mills in New England where some of the first industrial strikes took place. Although the Lowell Mills with their "pleasant" dormitories were supposedly a great environment for young women until they married, working conditions were poor. The air was unsanitary, the machines were dangerous, and the young women were expected to tend ^{to} more than one machine for thirteen hours a day. (Doc 4). Despite these conditions, the Lowell Mills might have actually been relatively safe compared to later

factories, especially those managed by big business during the Gilded Age. Owners often forced their employees to sign yellow dog contracts, preventing them from joining a union when workers went on strike. At Carnegie's Homestead steel plant, owners retaliated via lockouts (locking out the workers from factories), strike breakers (replacement workers), and Pinkerton agents, hired guns to manage the strike. Sometimes, like at Homestead, state militias were called in to end the strikes. The government almost always sided with big business.

In response to these unfair practices, workers banded together to form unions. The Lowell girls organized, protested, and struck, but were unsuccessful. Terrence Powderly led the Knights of Labor in 1869, that welcomed all workers, skilled and unskilled, men and women. Later, in 1886, Samuel Gompers helped create the American Federation of Labor, which was highly successful because it grouped workers by craft and initially only accepted skilled employees. Socialist unions like the radical Industrial Workers of the World advocated sabotage and violence and leaders, like Eugene Debs of the United Railway Workers also became more popular when he defied a court injunction during the Pullman Strike. (Doc 5). Unions suffered several setbacks during the 1920s. However, in the 1930s, President Franklin Delano Roosevelt recognized that the government had to intervene in some cases to benefit ultimately the depressed economy. Under his reform policies, Congress passed the Wagner Act, giving unions the right to organize and collectively bargain. The Fair Labor Standards Act of 1938 ensured that workers would receive minimum wage and

overtime pay (Doc 8a). As a result, workers could make more money and have more purchasing power, which could help the economy.

The effects of the labor movement affect workers today. Because of Roosevelt and the support of succeeding presidents, employees' rights continue to be protected, and the minimum wage has increased by a small portion periodically. Child labor is more strictly regulated (Doc 6b). Furthermore, unions now have significantly more power than when they were first created, which has led some states to try to curb their power.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the abolitionist movement and the labor movement
- Is more analytical than descriptive (*abolitionist*: the inhumanity of slavery did not seem to fit with the values stated in the Declaration of Independence; Garrison's *The Liberator* and efforts of other white abolitionists helped make antislavery a national issue; civil rights movement of the 1960s finally achieved equal rights for blacks; *labor*: although the Lowell Mills were supposedly a great environment, working conditions were poor; the government almost always sided with big business; in response to unfair practices, workers banded together to form unions; as a result of the Fair Labor Standards Act workers could make more money and have more purchasing power; because of the support of Roosevelt and succeeding presidents, employee rights continue to be protected)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (*abolitionist*: with Whitney's cotton gin, cotton became a profitable cash crop; the planter aristocracy invested much of their capital in slave labor; some slaves opposed their masters via sabotage; violence such as John Brown's radical attack on Harper's Ferry led the South to think more seriously about secession; the 13th amendment gave freedom for all slaves; the 14th amendment and 15th amendment granted citizenship to blacks and granted blacks the right to vote; most blacks could not completely enjoy their rights after Reconstruction due to the passage of Jim Crow laws; *labor*: owners of big businesses often forced their employees to sign yellow dog contracts; at Carnegie's Homestead steel plant, owners retaliated via lockouts, strikebreakers, and Pinkerton agents; the Lowell girls organized, protested, and struck but were unsuccessful; the American Federation of Labor grouped workers by craft; the Industrial Workers of the World advocated sabotage and violence; Eugene Debs defied a court injunction during the Pullman strike; in the 1930s, President Franklin D. Roosevelt recognized that the government had to intervene in the economy)
- Richly supports the theme with many relevant facts, examples, and details (*abolitionist*: poor treatment for many slaves; Frederick Douglass, *The North Star*, narrative of his life as a slave; South seceded; save the Union; *labor*: unsanitary air in the Lowell Mills, dangerous machines, young women tend to more than one machine, 13-hour days; Wagner Act, right to organize, collective bargain; Fair Labor Standards Act, minimum wage, overtime pay)
- Demonstrates a logical and clear plan of organization; includes an introduction that states the goals of each movement and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 5. Conclusions in this response are thoughtful and analytic. Insightful illustrations such as the linkage of better wages to a stronger national economy in the 1930s and the inclusion of the contemporary status of unions demonstrate a depth of historical understanding.

From the dawn of American history, the issues of one group taking advantage over another has been a continuous problem. From when the first slaves were imported to America and the first settlers arrived, there wasn't absolute equality. From the earliest days people have been fighting for their freedom and more rights. Both the abolitionist movement and the fight for women's suffrage are issues that embodied the hypocrisy of American democracy and of which have forever impacted the United States and our society.

The American Revolution began as a struggle over representation and taxation and altered to the preservation of individual rights and democratic practices established during the colonial period. After the Americans won, there were many daunting issues but a serious one created sectionalist tensions: slavery. The Northern states gradually ended slavery because it wasn't economically profitable and it did not fit the rights they had fought for in the Revolution. Meanwhile, the Southern economy was very dependant on slave labor, especially as cotton production rose dramatically after the invention of the cotton gin^(Doc b). Some Southerners struggled with the issue of slavery but saw no practical way of ending it without economic and social upheaval. With influence from the Second Great Awakening, slavery began to be viewed as more of a moral issue, with stories of slaves being beaten and sold like property (Doc 1b). The abolitionist movement was a combined effort of

African American (free and slave) and white support. Both Frederick Douglass and William Lloyd Garrison employed writing to spread support, with Garrison's *The Liberator* being radical in supporting an immediate end to slavery (Doc 2). *Uncle Tom's Cabin* also served as a major influence as a best-selling novel and helped to increase public opinion against the moral atrocity that was slavery. The Underground Railroad, pioneered by ardent supporter Harriet Tubman, helped slaves to their freedom from the South to the North. Some abolitionists were unhappy with the lack of progress being made and turned to violence, one such uprising was Nat Turner's Rebellion which made the South fearful and led to a stricter slave system. To win success ultimately, it would take a Civil War and a constitutional amendment to end slavery. Since the South's stance on the issue was set in stone, the Civil War was almost inevitable, especially because of the failure of the Compromise of 1850 and the issue of whether slavery should spread to the newly acquired territories further dividing the North and the South. A major step for the abolitionist movement was Abraham Lincoln's Emancipation Proclamation, which helped give the Civil War a moral cause instead of just "preserving the Union." When the war ended, the abolitionist's goal was achieved. The impact of this movement on the United States and American society is that with the 13th amendment it became unconstitutional to enslave another person based on race.

Citizenship and voting rights for black men were also guaranteed in the 14th and 15th amendments!

Since America was first colonized, there were many limitations on who could have the right to vote. Even after women helped boycott tea and wore clothing for the soldiers of the army in the Revolution (Doc 7a), they were not given the right to vote. The injustice of such circumstances led women to unite and form suffrage movements, one such acclaimed one being the 1848 Seneca Falls Convention, in which leading suffragists such as Lucretia Mott and Elizabeth Cady Stanton helped create the Declaration of Sentiments, which was modeled after the Declaration of Independence (Doc 7b). This document was a list of grievances of women who were not enfranchised and not even given equal opportunity as men, especially in the fields of education and the workplace. In order to promote women's suffrage and influence American opinion, men and women alike united through parades, hunger strikes, and illegal intrusions of polling places (Doc 8b). The passage of the 18th amendment prohibiting the sale of alcohol or its products helped display the political, organizational, and moral influence of women. Many believed giving women the right to vote would give them the "moral" ballot (Doc 9). Some historians may argue that the suffragist movement was not influential because giving women the right to vote would have happened anyway. However, this is a flawed analysis because since colonization

in the 1600s, women had generally not been given the right to vote. Without the display of discontent seen in the women's Suffrage movement the 19th amendment might not have been added to the Constitution in 1920.

Through persistence and determination, both the abolition and women's suffrage movements broke through the hypocrisy of American democracy and succeeded in the passage of constitutional amendments to achieve their successes.

Anchor Level 4-A

The response:

- Develops all aspects of the task by discussing the abolitionist movement and the woman's suffrage movement
- Is both descriptive and analytical (*abolitionist*: the Southern economy was very dependent on slave labor, especially as cotton production rose dramatically; it was a combined movement of African American and white support; Garrison's *The Liberator* was very radical in supporting an immediate end to slavery; *Uncle Tom's Cabin* helped to increase public opinion against the moral atrocity that was slavery; *woman's suffrage*: even after women helped boycott tea and weave clothing in the Revolution, they were not given the right to vote; many believed giving women the right to vote would give them the "moral" ballot; some historians may argue that the movement was not influential because giving women the right to vote would have happened anyway, however, this is flawed analysis because since colonization in the 1600s women had generally not been given the right to vote; without the display of discontent, the 19th amendment may not have been added to the Constitution)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*abolitionist*: the Northern states gradually ended slavery because it was not economically profitable; slavery increased after the invention of the cotton gin; with influence from the Second Great Awakening, slavery began to be viewed as more of a moral issue; some abolitionists were unhappy with the lack of progress and turned to violence; Nat Turner's rebellion made the South fearful and led to a stricter slave system; the Civil War was almost inevitable, especially because of the failure of the Compromise of 1850 and the issue of whether slavery should spread to the newly acquired territories; a major step for the movement was Lincoln's Emancipation Proclamation that helped give the Civil War a moral cause instead of just preserving the Union; with the 13th amendment, it became unconstitutional to enslave another person based on race; citizenship and voting rights for black men were also guaranteed in the 14th and 15th amendments; *woman's suffrage*: at the Seneca Falls Convention, the Declaration of Sentiments was modeled after the Declaration of Independence)
- Supports the theme with relevant facts, examples, and details (*abolitionist*: slaves sold like property; writing employed to spread support; Underground Railroad; *woman's suffrage*: list of grievances of women; not given equal opportunity as men, especially in the fields of education and the workplace; parades; hunger strikes; illegal invasions of polling places)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that envisions the movements as breaking through the hypocrisy of American democracy

Conclusion: Overall, the response fits the criteria for Level 4. Important pre-Civil War references to the sectional issues of slavery and their linkage to abolition support the notion of the Civil War's inevitability and the ultimate success of the abolition movement. Although the analysis contained in the woman's suffrage discussion is good, the inclusion of more historical facts and details would have added depth to the overall development of this movement.

The United States has a long history of movements dedicated to changing aspects of American history and society with mixed results. The successful major movements, however, all used a variety of methods and tactics to achieve their goals, and had lasting effects on American history and society. The abolitionist movement and women's suffrage movement, in particular, stand out as excellent examples of reform movements which succeeded in bringing about change.

The institution of slavery had always been a controversial one. Indeed, a passage concerning the cruelty of the slave trade was removed from the Declaration of Independence, for fear it would alienate some of the Southern colonies. The South, relying heavily on cash crop agriculture, needed large amounts of labor to work on their plantations. The invention of the cotton gin only increased demand for slave labor, as more cotton could be produced than ever before. As Document 1a clearly illustrates, as cotton production increased at an almost-exponential rate, so did slavery and the number of slaves. As it increased, so did opposition, especially in the North, where slavery had gradually disappeared by the early 1800s. William Lloyd Garrison saw slavery as a sin and wanted it ended immediately. He published the *Liberator* in Boston.

beginning in 1831 (Document 2).

The *Liberator* was an abolitionist, antislavery newspaper that gradually sold more and more copies although many in the North opposed him because Southern plantation owners were their business partners. As the abolition movement grew and membership in the American Anti Slavery Society increased, more similar pamphlets and writing pieces appeared. But this was not the only way abolitionists used to further their cause. Eric slave Harriet Tubman became a conductor on the Underground Railroad, a series of trails and safe houses which were used to smuggle escaped slaves North to freedom. Even the passage of a new Fugitive Slave Act with the Compromise of 1850 wouldn't stop the Underground Railroad's actions—rather, it spurred them to work at a faster pace. This, combined with moral pressure resulting from publications such as 'Uncle Tom's Cabin' and other sectional differences, eventually led some abolitionists to become more militant (John Brown) to achieve the goal they desired (albeit following a long Civil War). Interestingly, as Document 3 points out, the end of the movement came with the passage of the 13th Amendment freeing the slaves. The other so-called Civil War Amendments to the Constitution, 14 and 15, were added to guarantee citizenship and voting rights going

beyond the goals of many abolitionists. These rights were restricted with almost a century of Jim Crow laws which eventually led to the rise of protests by African Americans. These efforts took many forms from the courts to the streets, but real legal equality was finally achieved in the 1960s.

Another issue mentioned in Document 3 is that of women's rights. Interestingly the wording of the 14th and 15th Amendments did not use the term "female," and so this reignited the women's rights movement, which had faded considerably being overshadowed by the abolitionist movement and the Civil War. Its prior relative summit had been held at Seneca Falls in 1848. At that conference, the members wrote a Declaration of Sentiments, a rewritten version of the Declaration of Independence tailored to address women's rights (Documents 7a and 7b). It listed multiple grievances, including a lack of property rights and submission to laws which they had no say in writing. They also wanted the right to vote but their grievances were not taken seriously. And so, with the end of the Civil War and passage of the 14th and 15th amendments came the women's suffrage movement. Women were determined this time to get voting rights for themselves. Even though the Supreme Court had used the 14th Amendment to validate

women's citizenship, they ruled it didn't mean they could vote. Besides taking the case to the courts, women used a variety of methods, ranging from public demonstrations (8a) to hunger strikes and attempting to illegally vote (8b). Women brought more pressure to bear on state and national lawmakers. Clearly, as documents 8a and 8b show, such a plethora of tactics was specifically tailored to pressure lawmakers from all angles. Few states, outside ones in the West, responded to their campaigns in the 1890s, but public support for their voting rights increased because of their contributions to mobilization during World War I. The women's suffrage movement finally succeeded with the passage of the 17th Amendment, and by the end of the 1920s, several women were elected to Congress (Document 9). And it would not end there. Like abolitionists, the suffragists' legacy continued in the various feminist movements throughout the 1960s and 1970s providing an ongoing source of reform in American society. The role of women continues to grow economically, socially, and politically. Women played a major role in winning World War II and continue to break economic barriers even today.

Campaigning for change has always been a major influence in shaping American history and society. The multifaceted approaches can and have been able to

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

accomplish much in the way of reform. This American tradition will continue well into the future, shaping and molding American society in ways not thought previously possible.

Anchor Level 4-B

The response:

- Develops all aspects of the task by discussing the abolitionist movement and the woman's suffrage movement
- Is both descriptive and analytical (*abolitionist*: as cotton production increased at an almost exponential rate, so did slavery; as slavery increased, so did opposition especially in the North; real equality finally achieved in the 1960s; *woman's suffrage*: wording of the 14th and 15th amendments did not use the term *female*; the Declaration of Sentiments listed multiple grievances, including a lack of property rights and submission to laws which women had no say in writing; women wanted the right to vote, but their grievances were not taken seriously; women brought more pressure on state and national lawmakers; by the end of the 1920s, several women were elected to Congress; the movement's legacy continued in the various feminist movements throughout the 1960s and 1970s)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*abolitionist*: the invention of the cotton gin increased the demand for labor; membership in the American Anti-Slavery Society increased; Harriet Tubman became a conductor on the Underground Railroad; with the passage of the Fugitive Slave Act and the Compromise of 1850, Underground Railroad's actions did not stop, rather worked at a faster pace; the 14th and 15th amendments went beyond the goals of many abolitionists; rights were restricted with almost a century of Jim Crow laws; *woman's suffrage*: was overshadowed by the abolitionist movement and the Civil War; the Declaration of Sentiments was tailored to address women's rights; even though the Supreme Court had used the 14th amendment to validate women's citizenship, they ruled it did not mean they could vote; public support for women's voting rights increased because of their contributions to mobilization during World War I; played a major role in winning World War II)
- Supports the theme with relevant facts, examples, and details (*abolitionist*: Garrison, *The Liberator*, abolitionist newspaper; *Uncle Tom's Cabin*; John Brown; passage of the 13th amendment; *woman's suffrage*: Seneca Falls conference; public demonstrations; hunger strikes; attempts to vote illegally); includes a minor inaccuracy (*woman's suffrage*: the movement finally succeeded with the passage of the 17th amendment)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states the American tradition of change will continue well into the future, shaping and molding American society in ways not thought previously possible

Conclusion: Overall, the response fits the criteria for Level 4. Good historical references are used to address efforts of abolitionists leading to increased militancy and the efforts of women in the states and courts. The response uses a methodical straightforward approach, demonstrating an understanding of both movements, but additional facts and details would have enhanced the response.

Change is important in every society. If a society cannot change, it becomes obsolete and collapses. America has shown its ability to change through the abolition and women's rights movements. However, this change did not come easily; both movements had to work through prejudices and social barriers to gain their rights.

Slavery was an inherent aspect of American society from colonial times to the Civil War. They were brought to North America on a route known as the "Middle Passage" and from that point on they became an important source of labor in America, specifically in the south. As slaves came in, planters expanded their cotton production. They sought more slaves to expand further especially after the cotton gin was invented. This cycle continued and both slavery and cotton production skyrocketed (Doc 1a). However, slaves were not treated well (Document 1b). They were beaten for the most miniscule reasons, sometimes for no reason at all. This mistreatment of slaves was a moral and religious concern that led to the abolitionist movement. The abolitionists included both whites and blacks. Some of the black abolitionists were former slaves. They promoted abolition through many means, such as newspapers like the Liberator by William Lloyd Garrison and ~~the~~ the black abolitionist magazine, Freedom's Journal (Document 2). The Underground Railroad was also a tactic used by abolitionists. Many abolitionists, such as Harriet Tubman, helped slaves to freedom through this

"railroad" which ~~was~~ was actually a series of stops where escaped slaves could safely stay on their journey to freedom. The abolitionist movement was also ~~for~~ fueled by Harriet Beecher Stowe's book, Uncle Tom's Cabin, which told the story of an enslaved family. Her book was so moving that it even gained popularity abroad and even helped keep Britain and France from officially aiding the Confederacy in the Civil War. The issue of slavery ultimately tore our country apart, literally, as South Carolina seceded after Lincoln's election and the rest of the South followed. They believed that Lincoln's Republican Party would eventually end slavery. The issue was finally decided with war. The Civil War ended with a victory for the Union and freedom for African Americans. However, the impact of the abolitionist movement goes beyond simply the freedom of slaves. It progressed to guaranteeing African-American civil rights in the 14th and 15th Amendments. While these rights were abused by years of Jim Crow laws to keep African Americans from voting, real legal equality was gained by the civil rights activists in the 1950's and 1960's. Some even argue that the abolition movement sparked the women's rights movement that started again after the Civil War

(Doc 3)

Like the abolitionist movement, the women's right movement stemmed from a dissatisfaction with the structure of society. Women were the homemakers. They served an important function

as a caretaker for their homes, children and husbands. However, they were not ~~entirely~~ entirely happy. In the Seneca Falls convention, women began to voice their opinions (Doc 7). Headed by Elizabeth Cady Stanton and other prominent women's right leaders, the suffragists at Seneca Falls drafted the Declaration of Sentiments, which established the idea that all men and women are created equal (Doc 7). Women used tactics such as civil disobedience and pushed ~~to~~ lobbying to make an impact (Doc 7). Some women illegally voted to gain recognition. By 1920, they achieved their goal and gained suffrage with the passage of the nineteenth amendment. After this, not only were women allowed to vote, but more were also elected to high political offices (Doc 9). This gave them more input into laws that could promote more economic and social equality for them. The civil rights movement led to another women's rights movement in the 1960's that continued their fight for equal rights.

Ultimately, both women and blacks were treated unfairly during early American history, but they have made significant progress and many in both groups have become successful.

Anchor Level 4-C

The response:

- Develops all aspects of the task but discusses the abolitionist movement more thoroughly than the woman's suffrage movement
- Is both descriptive and analytical (*abolitionist*: slavery was an inherent aspect of American society from colonial times to the Civil War; slavery was an important source of labor in America, specifically in the South; planters expanded their cotton production, then sought more slaves to expand further; slaves were beaten for the most miniscule reasons; some black abolitionists were former slaves; some argue that the abolition movement sparked the women's rights movement that started again after the Civil War; *woman's suffrage*: the Declaration of Sentiments established the idea that all men and women are created equal; some women illegally voted to gain recognition; with suffrage, women gained more input into laws that could promote more economic and social equality for them)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*abolitionist*: the cotton gin helped expand slavery; Harriet Tubman helped slaves to freedom through the "railroad," which was a series of stops where escaped slaves could safely stay on their journey to freedom; *Uncle Tom's Cabin* gained popularity abroad and helped keep Britain and France from officially aiding the Confederacy in the Civil War; issue of slavery tore our country apart as South Carolina seceded after Lincoln's election and the rest of the South followed believing that Lincoln's Republican Party would eventually end slavery; Civil War ended with victory for the Union and freedom for African Americans; the movement progressed to guaranteeing African American civil rights in the 14th and 15th amendments; real legal equality was gained by civil rights activists in the 1950s and 1960s; *woman's suffrage*: women served an important function as a caretaker for their homes, children, and husbands; women used tactics such as civil disobedience and pushed lobbying to make an impact; they achieved their goal and gained suffrage with the passage of the 19th amendment; the civil rights movement led to another women's rights movement in the 1960s that continued their fight for equal rights)
- Supports the theme with relevant facts, examples, and details (*abolitionist*: skyrocketing slavery and cotton production; Garrison's *The Liberator*, black abolitionist magazine *Freedom's Journal*; underground railroad; Harriet Beecher Stowe, *Uncle Tom's Cabin*; Jim Crow laws; *woman's suffrage*: Seneca Falls convention; Elizabeth Cady Stanton)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discusses the slow process of change in society

Conclusion: Overall, the response fits the criteria for Level 4. Understanding that the significance of each movement extends into the civil rights activism of the 1950s and 1960s is good. Although civil disobedience and lobbying are good inclusions, a more thorough discussion of methods used in the woman's suffrage movement would have provided further linkage to the achievement of their goal.

Throughout history groups of people have banded together in hopes to bring about change. Two main movements that commonly come to mind are the abolitionist movement and the women's suffrage movement. Both movements ~~and~~ fought to increase their rights and, by doing so, forever changed the country and American society.

The abolitionist movement is characterized as the want to end slavery and give African Americans their freedom. This was very controversial due to the importance of slavery to the economy of the south. From the year 1800 to 1860 the production of cotton was directly proportional to the growth of slavery, during the time both soared (Doc 1A). The living conditions for slaves were often poor. They had to work from early in the morning to late in the evening doing harsh labor. Often times, they were beaten or not given adequate food or clothing (Doc B). To escape this life style many tried to escape North with the help of Harriet Tubman's underground railroad. Also, in rare cases, slaves tried to buy their freedom or their children's freedom.

But, many slaves ~~remained~~^{remained} stuck in slavery while others struggled for freedom. Many leaders like Frederick Douglass and William Lloyd Garrison, author of the Liberator (Doc 2) fought for an end to slavery.

They wrote in magazines and gave lectures to try to change public opinion. Violence was even resorted to, sometimes, such as in slave revolts or rebellions. The fighting for slaves' freedom was eventually granted after the Civil War in the 13th Amendment which ~~eventually~~ ^{abolished slavery} granted from the United States. However, there was still much discrimination within the U.S. The fight for equality was still hard for African Americans. Segregation and racism continued to run rampant and it would take the effort of revolutionary thinkers like W.E.B. DuBois, Booker T. Washington, Rosa Parks and Martin Luther King Jr. to make advances in rights. That revolutionary thinking eventually led to civil rights legislation of the 1960s and 1970s.

With the help of women like the Grimké sisters and Lucretia Mott, African Americans were given their freedom and finally the right to vote in the 15th Amendment. Through their help in this movement (Doc. 3), many women wanted to continue to fight for their own rights in particular, suffrage.

Women protested for their right to vote by ~~parades~~ ^{parades}, strikes (Doc 8A), and illegal invasions of polling places. These acts were started by woman leaders like Elizabeth Cady Stanton and Susan B. Anthony. Also women got together in groups to discuss their rights and plans to attain them.

The Seneca Falls Convention was vital to the beginning of their movement. In 1848 the convention released the *Seneca Falls* Declaration of Sentiments which stated injustices like unequal education, right to property and right to vote. These goals continued to be important to many women after the Civil War. Another group, the National American Women Suffrage Association increased its members from 13,150 ~~to~~ in 1893 to over two million in 1917 (Doc 8b).

In the end, the movement proved effective. Women were granted suffrage in the 19th Amendment. Also millions of women began to vote. This right had a great impact on the way people saw women. No longer would they be seen as only wives and mothers. By the end of the 1920s some women even began to hold higher political office (Doc 9), this is a long way away from the Cult of Domesticity attitudes that many held in the 1800s.

Both women and African Americans bettered their futures and the future of others by fighting for their rights. Both movements had key leaders that paved the way. They also used many of the same methods like strikes, meetings, and lectures. Both movements had monumental effects on America's attitudes and its history.

Anchor Level 3-A

The response:

- Develops all aspects of the task with little depth by discussing the abolitionist movement and the woman's suffrage movement
- Is more descriptive than analytical (*abolitionist*: wanting to end slavery and give African Americans freedom was controversial; slavery important to the economy of the South; many slaves remained stuck in slavery while others struggled for freedom; leaders wrote in magazines and gave lectures to try to change public opinion; the production of cotton was directly proportional to the growth of slavery; slaves' freedom was granted after the Civil War in the 13th amendment, but discrimination still remained; *woman's suffrage*: after helping in the abolitionist movement, many women wanted to continue to fight for their own rights, in particular suffrage; women got together to discuss their rights and plans to attain them; the Seneca Falls Convention was vital to the beginning of their movement; suffrage had an impact on the way people saw women; by the end of the 1920s, some women began to hold higher political office)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates some relevant outside information (*abolitionist*: many slaves tried to escape north with the help of Harriet Tubman's Underground Railroad; in rare cases, slaves tried to buy their children's freedom; segregation and racism continued and it would take the efforts of revolutionary thinkers such as W. E. B. DuBois, Booker T. Washington, Rosa Parks, and Martin Luther King Jr. to make advances in civil rights; led to civil rights legislation of the 1960s and 1970s; with the help of women such as the Grimke sisters and Lucretia Mott, African Americans were given freedom and finally the right to vote in the 15th amendment; *woman's suffrage*: goals of the Seneca Falls Convention continued to be important to many women after the Civil War; after the passage of the 19th amendment, women were no longer seen as only wives and mothers; the 1920s are a long way from the "cult of domesticity" attitudes that many held in the 1800s)
- Includes some relevant facts, examples, and details (*abolitionist*: slaves beaten, not given adequate food, clothing; Frederick Douglass, William Lloyd Garrison, *Liberator*; *woman's suffrage*: Elizabeth Cady Stanton; Susan B. Anthony; parades, strikes, illegal invasions of polling places; Declaration of Sentiments; National American Woman Suffrage Association)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states both women and African Americans bettered their futures and the future of others by fighting for their rights

Conclusion: Overall, the response fits the criteria for Level 3. This primarily descriptive response links revolutionary African American thinkers to the abolitionists of the 1800s. However, further document analysis and more supporting facts and details would have added depth to the discussion.