

# FOR TEACHERS ONLY

THE UNIVERSITY OF THE STATE OF NEW YORK

# GRADE 8

## INTERMEDIATE-LEVEL TEST SOCIAL STUDIES

### RATING GUIDE

#### BOOKLET 2

#### DOCUMENT-BASED QUESTION (DBQ)

JUNE 2–3, 2004

Any clarifications or changes to this rating guide or this examination will be posted on the New York State Education Department web site at <http://www.emsc.nysed.gov/osa/>. Be sure to check this web page before starting your scoring process and several times after the end of the grade 8 social studies testing period.

#### **Mechanics of Rating**

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

## Contents of the Rating Guide

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

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

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

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

### Rating the Part III B Essay Question

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

*Introduction to the task—*

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

*Introduction to the rubric and anchor papers—*

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

*Practice scoring individually—*

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

(2) When actual rating begins, each rater should record his or her individual rating for a student’s essay on the rating sheet provided, *not* directly on the student’s essay or answer sheet. The rater should *not* correct the student’s work by making insertions or changes of any kind.

(3) Each essay must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point.

### Rating the Part IIIA (Scaffold) Questions

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

The scoring coordinator will be responsible for organizing the movement of papers, calculating a final score for each student’s essay, recording that score on the student’s Part I answer sheet or on the last page of the test packet, and determining the student’s final examination score. The chart located at the end of these scoring materials must be used for determining the final test score.

**Grade 8 Intermediate-Level Social Studies**  
**Part IIIA Specific Rubric**  
**Document-Based Question—June 2004**

**Document 1**

. . . We have been obliged to preach woman's rights, because many, instead of listening to what we had to say on temperance, have questioned the right of a woman to speak on any subject. In all courts of justice and legislative assemblies, if the right of the speaker to be there be questioned, all business waits until that point be settled. Now, it is not settled in the mass of minds that woman has any rights on this footstool, and much less a right to stand on an even pedestal with man, look him in the face as an equal, and rebuke the sins of her day and generation. Let it be clearly understood, then, that we are a woman's rights Society; that we believe it woman's duty to speak whenever she feels the impression [urge] to do so; that it is her right to be present in all the councils of Church and State. The fact that our agents are women, settles the question of our character on this point. . . .

Source: Elizabeth Cady Stanton, Address, First Annual Meeting of the Woman's State Temperance Society,  
Rochester, New York, June 1, 1853

**1 According to this document, which constitutional right was denied to women?**

**Score of 1:**

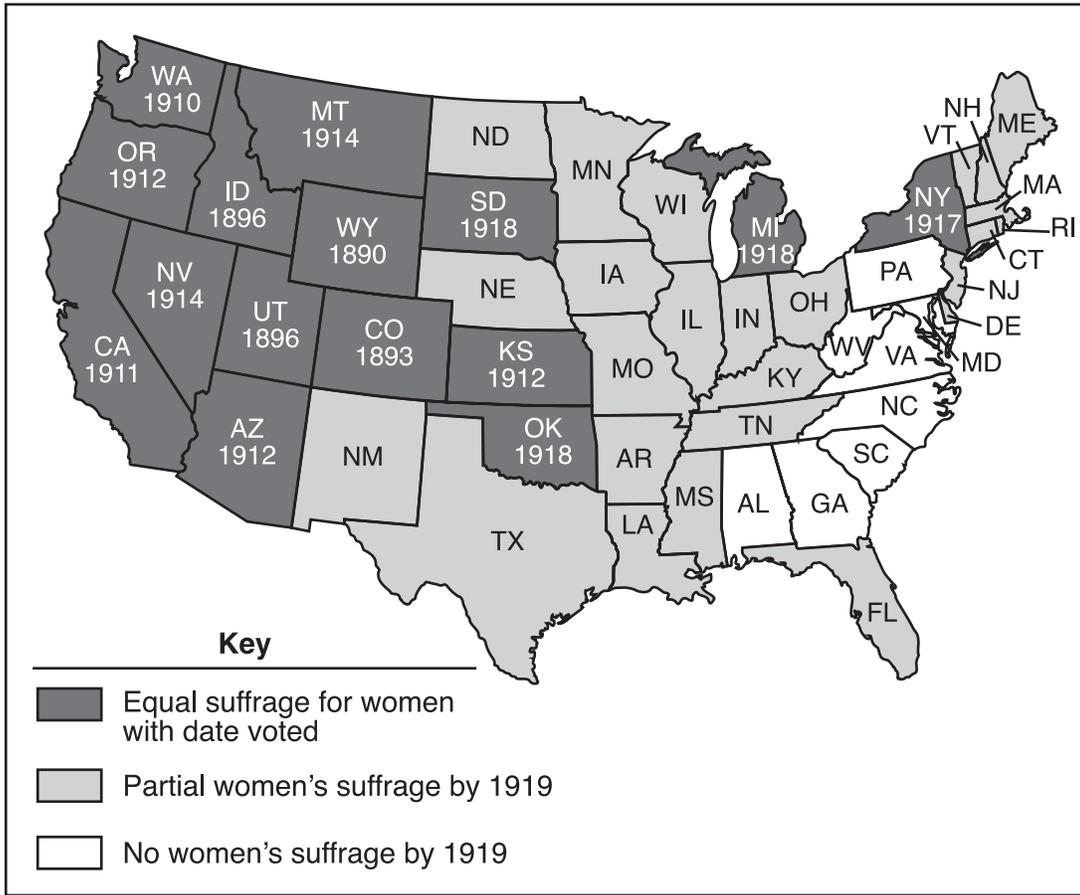
- Identifies the right of free speech as the right that was denied to women  
*Examples:* to speak on any subject; freedom of speech; freedom of expression

**Score of 0:**

- Incorrect response  
*Example:* to vote
- Vague response that does not answer the question  
*Example:* rights
- No response

**Document 2**

**Women's Suffrage Before Ratification of the 19th Amendment, 1920**



Source: Sandra Opdycke, *The Routledge Historical Atlas of Women in America*, Routledge (adapted)

**2a Which region or section of the country led the way in recognizing a woman's right to vote?**

**Score of 1:**

- Identifies the region of the country that led the way in recognizing a woman's right to vote  
*Examples:* West; western states; western region

**Score of 0:**

- Incorrect response  
*Examples:* all states west of the Mississippi River, listing of any one individual state such as Wyoming, Utah, or New York; the dark regions
- Vague response that does not answer the question  
*Example:* the darkest region
- No response

**2b Which event allowed all women in the United States the right to vote?**

**Score of 1:**

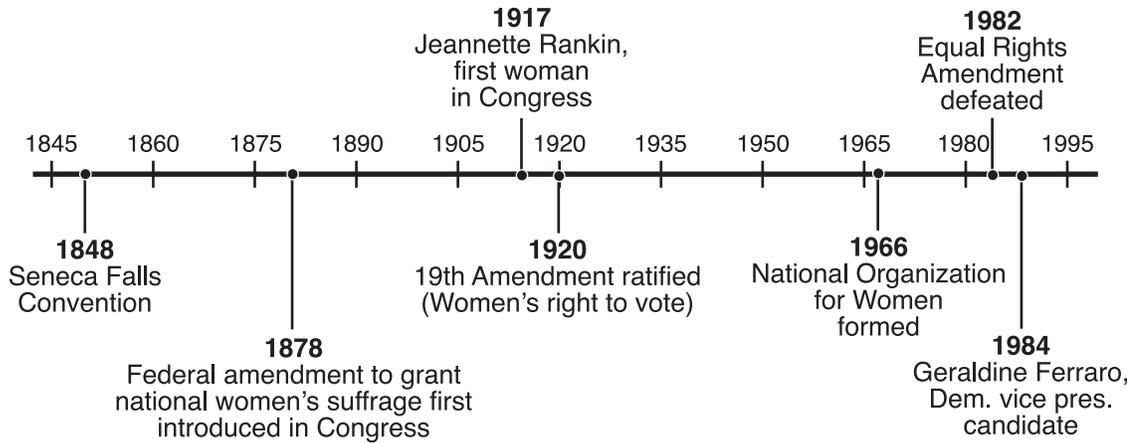
- Identifies the *ratification of the 19th Amendment* as the event that allowed all women in the United States the right to vote  
*Examples:* 19th Amendment; adoption of the 19th amendment; passage of the 19th amendment

**Score of 0:**

- Incorrect response  
*Examples:* World War I, Seneca Falls Convention
- Vague response that does not answer the question  
*Examples:* equal suffrage was granted; they got the vote
- No response

### Document 3

The time line shows important social, economic, and political events in the women's rights movement.



**3a In which year was the federal amendment granting national women's suffrage first introduced in Congress?**

**Score of 1:**

- Identifies **1878** as the year in which the first bill for national women's suffrage was introduced in Congress

**Score of 0:**

- Incorrect response  
*Example:* 1920
- Vague response that does not answer the question  
*Example:* after 1848
- No response

**3b Which women's rights group was formed in the 1960s?**

**Score of 1:** Identifies the *National Organization for Women* as the women's rights group that was formed in the 1960s

*Example:* NOW

**Score of 0:**

- Incorrect response  
*Examples:* Seneca Falls Convention; Congress
- Vague response that does not answer the question  
*Examples:* an organization of women; feminists; suffragettes
- No response

Document 4

World War II Poster



Source: J. Howard Miller, Rosie the Riveter's "We Can Do It," War Production Co-ordinating Committee

4 What does this poster show about the role of women in the workforce during World War II?

Score of 1:

- States a role of women in the workforce during World War II as shown in the poster  
*Examples:* women could take the place of men in the workforce; women supported the war effort; women could do anything that a man could do; women can work in factories; women were expected to help in the war effort

Score of 0:

- Incorrect response  
*Examples:* joining the armed services; men could go to war as well as women
- Vague response that does not answer the question  
*Examples:* it was important; women are better; women were important
- No response

## Document 5

. . . If women expected their votes to bring swift changes in their lives, they had few reasons to cheer. They benefited from employment opportunities caused by the impact of World War II, but most of those opportunities evaporated in the postwar years. After the war women were expected to step aside for returning veterans who wished to reclaim jobs; as a result, most women assumed roles that were just as restricted as before the war.

Two events in 1963 demonstrated women's plight and frustrations. First, a report on sex discrimination by the Presidential Commission on Women, appointed by President Kennedy in 1961, documented inequities [unequal treatment] women experienced in the workplace, and showed them to be similar to those suffered by minority groups. The Commission's findings revealed, among other things, that only 7 percent of the nation's doctors and fewer than 4 percent of its lawyers were women. While acknowledging the larger role married women played in the economy, the Commission nonetheless asserted that a woman's primary role was as mother and wife, and it recommended special training of young women for marriage and motherhood. It also expressed opposition to an equal rights amendment, maintaining that the Fourteenth Amendment sufficiently protected women's equality of opportunity. This Amendment provides that States may not "deprive any person of life, liberty, or property, without due process of law; nor deny any person within its jurisdiction the equal protection of the laws. . . ."

Source: Myron A. Marty, *Daily Life in the United States, 1960–1990: Decades of Discord*, Greenwood Press, 1997

### 5a According to this document, why were women encouraged to leave the workforce at the end of World War II?

#### Score of 1:

- States one reason women were encouraged to leave the workforce at the end of World War II  
*Examples:* to make room for returning soldiers; woman's role was to be a mother and wife

#### Score of 0:

- Incorrect response  
*Example:* to go to college
- Vague response that does not answer the question  
*Example:* expected
- No response

**5b According to the report of the Commission on Women, what was a woman's primary role?**

**Score of 1:**

- States what the report of the Commission on Women said was a woman's primary role  
*Examples:* wives and mothers get married and raise children; to be trained as wives and mothers; to stay at home; to take care of the family

**Score of 0:**

- Incorrect response  
*Example:* work outside the home
- Vague response that does not answer the question  
*Example:* home
- No response

## Document 6

### Title VII of the Civil Rights Act of 1964

. . . UNLAWFUL EMPLOYMENT PRACTICES

SEC. 2000e-2 [*Section 703*]

(a) It shall be an unlawful employment practice for an employer —

(1) to fail or refuse to hire or to discharge any individual, or otherwise to discriminate against any individual with respect to his compensation, terms, conditions, or privileges of employment, because of such individual's race, color, religion, sex, or national origin; or

(2) to limit, segregate, or classify his employees or applicants for employment in any way which would deprive or tend to deprive any individual of employment opportunities or otherwise adversely affect his status as an employee, because of such individual's race, color, religion, sex, or national origin. . . .

Source: <http://www.eeoc.gov/policy/vii.html>

**6 According to this document, how did the Civil Rights Act of 1964 protect the rights of women?**

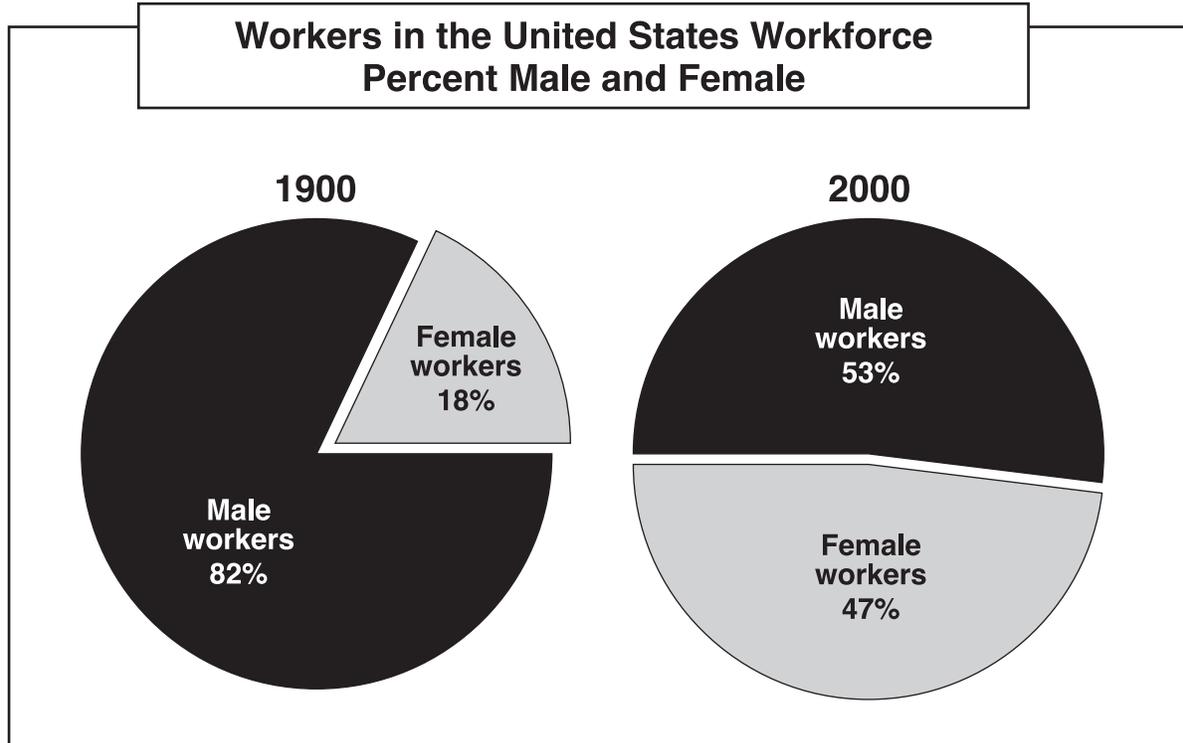
#### Score of 1:

- States one way that the Civil Rights Act of 1964 protected the rights of women  
*Examples:* women could not be discriminated against in employment; no sex discrimination in hiring (or firing); equal working conditions for men and women

#### Score of 0:

- Incorrect response  
*Examples:* protected the right of women to vote; employers could refuse to hire women
- Vague response that does not answer the question  
*Examples:* protected the right of women to work; everyone would be treated equally; by getting anybody in trouble for discrimination
- No response

**Document 7**



Source: United States Census Bureau (adapted)

**7** Based on the graphs, state *one* conclusion that can be drawn about the change in the percentage of women in the workforce between 1900 and 2000.

**Score of 1:**

- States one conclusion that can be drawn, based on the graphs, about the change in the percentage of women in the workforce between 1900 and 2000  
*Examples:* the percentage of women in the workforce increased; more women got jobs; more job opportunities for women; employment opportunities were more equal; more females have a job

**Score of 0:**

- Incorrect response  
*Examples:* fewer women had jobs; the percentage of female workers decreased
- Vague response that does not answer the question  
*Examples:* women started to become just as powerful as men; women started to get recognized; women gained more respect
- No response

## Grade 8 Intermediate-Level Social Studies

### Part IIIB—Content-Specific Rubric Document-Based Question—June 2004

**Historical Context:**

Women have not had the same social, economic, and political rights as men. The struggle for women’s rights is an important part of United States history. Individuals, groups, and historical events have helped women in their struggle for equality.

- Task:**
- Discuss *two* ways in which women historically have *not* had the same rights as men
  - Identify and discuss *two* individuals, groups, *and/or* events that have helped women in their struggle for equal rights

### *Key Ideas from the Documents*

Ways women have <i>not</i> had same rights	Document	Individuals, groups, and/or events that have helped women
Objections to women’s right to freedom of speech	1	Elizabeth Cady Stanton spoke for women’s rights Stanton, leader of Women’s State Temperance Society
Lack of voting rights in many states, except Western states, prior to the adoption of the 19th Amendment	2	19th Amendment ratified, 1920
Limitations in holding political office	3	Seneca Falls Convention, 1848
Lack of voting rights		1st women’s suffrage bill introduced in Congress, 1878
Defeat of the Equal Rights Amendment, 1982		Jeannette Rankin, first woman in Congress, 1917
		19th Amendment ratified, 1920
	4	National Organization for Women formed, 1966
		Geraldine Ferraro, Democratic vice presidential candidate, 1984
Discrimination in workforce after World War II	5	Poster urging women to become active in workforce during World War II
Women expected to give up their jobs for returning veterans		Rosie the Riveter, symbol for women
1961 Presidential Commission on Women documented inequities women experienced in the workplace		
Woman’s primary role was as mother and wife		
	6	Civil Rights Act of 1964 makes sexual discrimination in employment unlawful
Low percentage of female workers in workforce in 1900	7	Increased percentage of women in workforce by 2000

### ***Relevant Outside Information***

(This list is not all-inclusive.)

<b>Ways women have <i>not</i> had same rights</b>	<b>Individuals, groups, and/or events that have helped women</b>
Limited opportunities in education, occupations, and athletics	<b>Individuals:</b> Sojourner Truth, Susan B. Anthony, Eleanor Roosevelt, Betty Friedan, Sandra Day O'Connor
Limited social opportunities	<b>Groups:</b> WCTU (Temperance), Red Cross (nursing leaders), League of Women Voters
Lack of property rights and inheritance rights	<b>Events:</b> Title IX, increased number of women in traditionally male occupations, more female elected officials, female astronauts, increased number of women in college and graduate programs

**Scoring Note:** For this question, a law passed by Congress, a Supreme Court decision, or a new program established by the government can be considered an “event.”

#### **Score of 5:**

- Thoroughly addresses all aspects of the task by discussing **two** ways in which women historically have **not** had the same rights as men and by identifying and discussing **two** individuals, groups, and/or events that have helped women in their struggle for equal rights
- Incorporates accurate information from at least **four** documents (see Key Ideas Chart)
- Incorporates relevant outside information related to women’s rights (see Relevant Outside Information Chart.)
- Richly supports the theme with the use of many relevant facts, examples, and details; is more analytical than descriptive
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

#### **Score of 4:**

- Addresses all aspects of the task by discussing **two** ways in which women historically have **not** had the same rights as men and by identifying and discussing **two** individuals, groups, and/or events that have helped women in their struggle for equal rights, although the treatment of the different aspects of the task may be uneven
- Incorporates accurate information from at least **four** documents
- Incorporates relevant outside information related to women’s rights
- Includes relevant facts, examples, and details; may be more descriptive than analytical
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

**Score of 3:**

- Addresses most aspects of the task in some depth *or* addresses all aspects of the task in a limited way
- Incorporates some information from some of the documents
- Incorporates limited or no relevant outside information
- Includes some facts, examples, and details; may be more descriptive than analytical; may include some minor errors
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by repeating the historical context and concludes by repeating the theme

**Score of 2:**

- Addresses some aspects of the task
- Makes limited use of the documents *or* may only restate the contents of the documents
- Presents little or no relevant outside information
- Includes few facts, examples, and details; may include some inaccuracies
- May demonstrate a major 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 conclusion *or* these elements may not refer to the theme

**Score of 1:**

- Shows a very limited understanding of the task, but addresses some aspects
- Makes vague, unclear references to the documents
- Presents no relevant outside information
- Includes few or no relevant facts, examples, or details; may include inaccuracies
- May demonstrate a major weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being discussed
- May lack an introduction and/or a conclusion *or* these elements may not refer to the theme

**Score of 0:** Fails to address the task, is illegible, or is a blank paper

Throughout history, women have not had equal rights to men. Socially, economically, and politically men have dominated women. Around the mid-1800's, women realized their inequality, and used individuals, groups, and historical events to help them in their struggle for equality.

Historically, women have not had equal rights to men. Opportunities including voting, jobs and wages have been ~~only~~ <sup>exclusively</sup> to men. Until ~~1910~~, 1920 women were denied the right <sup>open</sup> to vote. ~~The women's suffrage movement, which included public meetings and pleas to Congress, helped grant women's suffrage.~~ ~~The Seneca Falls~~ Jobs are another opportunity that women were limited too. During WWII, men were headed off to war, which left job opportunities open for women. After the war, men came back and took their jobs sending the women back to what some thought as their respective places as mothers and wives (Doc. 5).

In 1848, women realized that they did not have equal rights to men. They held the Seneca Falls Convention which helped them organize and start a movement to get equal rights. Women realized that

Their main goal would be to gain the right to vote. This idea launched the women's Suffrage movement which began with the Seneca Falls Convention (Doc. 3). Elizabeth Cady Stanton led the Suffrage movement by holding conferences in which she spoke firmly in the direction of getting suffrage (Doc. 1). The western section of the U.S. led the way in granting women's suffrage (Doc. 2). The 19<sup>th</sup> Amendment finally gave women the suffrage they fought for, 72 years after they began (OI). Another important place that women wanted more rights in was the workforce. WWII helped women get into the workforce because they had to take over factory jobs when the men left for war. Famous posters showing "Rosie the Riveter" show how women helped in the workforce (Doc. 4). After the war, men took their jobs back, but women fought to obtain equal job opportunities. The fight helped because in 1900 only 18% of workers were female, but in 2000 that number jumped to 47% (Doc. 7). The Civil Rights movement and Civil Rights Act of 1964 not only helped African-Americans, but women as well. The Act helped women because it stated that no individual should be discriminated against because of race, religion, color, sex, or origin (Doc. 6).

Around the mid-1800's, women realized that they were not equal to men, and they used individuals, groups, and historical events in their struggle for equality. Voting, jobs, and wages are opportunities that women had less of than men. In 1848, women realized their inequality and began to struggle for equal rights. The Seneca Falls Convention, Women's Suffrage Movement, WWII, and the Civil Rights Act of 1964 all helped women achieve their goal of equal rights.

Anchor Level 5-A

**The response:**

- Thoroughly addresses all aspects of the task by discussing the denial of voting rights and limited job opportunities as ways in which women historically have not had the same rights as men and by discussing the Seneca Falls Convention and the Civil Rights Act of 1964 as events that have helped women in their struggle for equal rights
- Incorporates accurate information from all the documents
- Incorporates substantial relevant outside information (inequality in wages; Stanton held other conferences after the Seneca Falls Convention; 72 years of struggle between the Seneca Falls Convention and the 19th amendment; women worked in factory jobs during World War II; civil rights movement and 1964 Civil Rights Act helped African Americans as well as women)
- Richly supports the theme with many relevant facts, examples, and details (the West led the way in granting women suffrage; men went to war in World War II and women took on the factory jobs; Rosie the Riveter; after the war women fought to obtain equal job opportunities); includes many analytical comments (in mid-1800s women realized their inequality and began to struggle against it; Seneca Falls Convention helped organize and start a movement to get equal rights; after the war, the returning men took back their jobs sending women back to what some thought as their respective places as mothers and wives)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the historical context and concludes with more than a simple summation of the theme

**Conclusion:** Overall, the response fits the criteria for Level 5. All aspects of the task are thoroughly addressed, using relevant information from all the documents, much outside information, and analytical statements.

America was founded as a nation where everybody should be equal, however it was not so for many people. A large number of habits and ideas about the place of women were carried over from colonial days when women were ignored. A common practice during colonialism was to overlook them. And when men did that women's rights as citizens were denied. This helped start the fight for equality for women.

Through the history of America and up to about 80 years ago women were not permitted to vote. After that right was given other discriminatory acts followed. Women worked few jobs and were paid less than men. They were rejected from occupations considered "a man's work" and stifled in other jobs. Today women have finally broken free and are mostly equal.

The road to this equality was long and began in 1848 with the Seneca Falls Convention (document 3) where Americans met to discuss the place of women in America and where America was headed in women's rights. Major breakthroughs were made when Wyoming allowed women to vote in 1890 (Document 2). This gain was followed by similar ones in other states

and was due largely to the efforts of Susan B. Anthony, a leader in the fight for women's rights from the late 1800s into the 1910s and '20s. In 1920 the 19<sup>th</sup> Amendment was ratified giving all women the right to vote. This national breakthrough began to end the prejudice. Elizabeth Cady Stanton (a suffrage leader) spoke of when saying "many, instead of listening to what we had to say on temperance, have questioned the right of women to speak on any subject." (document 1)

~~The~~ After the 19<sup>th</sup> amendment the fight began to change, now women wanted equality in the workplace. In WWII millions of men left jobs and joined the service. Women had to step up and fill the factories (document 4) and were encouraged to do so by propaganda and posters. After the war, however, they were pushed back into the home to give men jobs (document 5). After the '50s rights movements sped up and much legislation was passed giving equality such as the 1964 Civil Rights Act (document 6) which outlawed sex discrimination in employment.

Women have made progress in a gradual movement and have finally become equal in the

workplace (document 7). This was a long arduous battle that ended in a glorious equality and yet truly it is not yet ended.

**Anchor Level 5-B**

**The response:**

- Thoroughly addresses all aspects of the task by discussing the lack of suffrage and the lack of equality in the work place as ways women historically have not had the same rights as men and by discussing the Seneca Falls Convention of 1848, the 19th Amendment, and the Civil Rights Act of 1964 as events that have helped women in their struggle for equal rights
- Incorporates accurate information from all the documents (Document 7 is included by inference.)
- Incorporates substantial relevant outside information (views of women during colonial period; women were rejected from occupations considered a “man’s work” and stifled in other jobs; women were paid less than men; Susan B. Anthony; posters called propaganda; many women stepped up and filled the jobs of the men who went to fight in World War II; 1950s rights movement)
- Richly supports the theme with many relevant facts, examples, and details (rights of women in the colonial period; points out that the 19th amendment was passed 80 years ago; women were paid less than men; Seneca Falls Convention is where Americans met to discuss the place of women in America and where America was headed in women’s rights; Wyoming followed by similar gains in other states; Stanton was a suffrage leader; after World War II, women tended to be pushed out of their jobs and back into the home); includes many analytical comments (many habits were a carryover from the colonial period; the right to vote led to other gains for women; women are mostly equal today; Wyoming was a major breakthrough in the women’s suffrage effort; links the 19th amendment as ending the prejudice Elizabeth Cady Stanton referred to in document 1; calls the struggle for women’s rights a gradual movement that is still not ended)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

**Conclusion:** Overall, the response best fits the criteria for Level 5. All aspects of the task are thoroughly addressed. Information from all documents is incorporated along with substantial relevant outside information and many analytical comments.

Present day women are heads of the work force and a very important part of our society. However things were not always this way. It was only 150 years ago that women were still fighting for there right to vote.

Elizabeth Cady Stanton was the leader of Women's Suffrage movement (Doc. 1). She along with Susan B. Anthony and Lucretia Mott took one of the most important steps for women. They dared to try to get women the right to vote. Not only that, they paved the way for women and inspired them to fight for their rights.

women's Suffrage although successful was painstakingly slow. Finally in 1920, 72 years af the Seneca Falls Convention in 1848 where equality for women was first discussed, the 19th ammendment was ratified giving women the right to vote (Doc. 3).

Had it not been for women in WWII no jobs would have been filled for the men who had gone to war (Doc. 4).

Nothing would have been made for the soldiers overseas. And the economy would surely have declined very rapidly.

However after the end of WWII when veterans came back for their jobs women were forced back into their traditional spot at home as a wife and mother (Doc. 5).

However in the 1960's women began to see rapid change for them in the work force. In 1964 title VII of the Civil Rights Act made it unlawful for an employer not to hire a person capable of work because of their race, sex, religion, or national origin (Doc. 6). In 1966 NOW (National Organization for Women) was founded (Doc. 3) to help get equal pay for equal rights. Also a very important book was written for women around the country. It was The Feminine Mystique by Betty Friedan.

Women today really have come a long way, yet we still have a long

way to go. No woman has ever been president or vice president for that matter. Hopefully that will happen soon.

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**Anchor Level 4-A**

**The response:**

- Addresses all aspects of the task by discussing the right to vote and job opportunities as ways in which women historically have not had the same rights as men and by discussing Elizabeth Cady Stanton and the Civil Rights Act of 1964 as an individual and an event that have helped women in their struggle for equal rights
- Incorporates accurate information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (Susan B. Anthony; Lucretia Mott; 19th amendment is 72 years after Seneca Falls Convention; contribution of women to wartime products; women's traditional spot at home; Civil Rights Act of 1964 applies to persons capable of work; Betty Friedan and *The Feminine Mystique*; no woman has ever been president or vice-president)
- Includes relevant facts, examples, and details; is more descriptive than analytical (Stanton and Mott paved the way for women and inspired them to fight for their rights; woman suffrage was painstakingly slow); contains an inaccuracy (NOW founded to get equal pay for equal rights)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the historical context and concludes with more than a summation of the theme

**Conclusion:** Overall, the response best fits the criteria for Level 4. All aspects of the task are addressed and the response includes much factual outside information, however, there is little analysis of these details.

## Women: Fighting for Equal Rights

In the history of the United States, there has always been discrimination against colored people, religious people, and discrimination against women.

Women had not always had the social, economic, and political rights like today. Men had all their rights, but women did not.

Individuals, groups, and historical events have helped women in their struggle for equality.

One struggle women faced, was political equality. Women did not have the right to vote, while men did. All America's women wanted the right to vote, but only some of them did more than just want it. Susan B. Anthony, Elizabeth Cady Stanton, and Lucretia Mott were

three very ambitious women who did something to gain the right to vote. They started a convention called the National Women's Suffrage Association (NWSA). The women who joined this convention petitioned and worked hard. Later, they suggested an Amendment for the right to vote, to the Congress. The Congress finally ratified the 19<sup>th</sup> Amendment in 1920. This Amendment gave women the right to vote. Susan B. Anthony died years before she got to see her dream come true. Other important people and events that happened before the 19<sup>th</sup> Amendment was the Seneca Falls Convention in 1848, the 1<sup>st</sup> women's suffrage bill was introduced in Congress in 1878, and Jeannette Rankin was the first woman

in Congress, in 1917. Also, before the 19<sup>th</sup> Amendment, the northwest section of the U.S. already had the equal suffrage.

Women, also, did not have job equality like men. For example, when World War II ended, the veterans returned, and they needed jobs. As a result, most women who had the jobs the veterans wanted, were supposed to quit their jobs and give their places to the veterans. The excuse for the women having to quit their jobs other than they needed to give it to the veterans, was that the Commission said they were supposed to mothers and wives, not workers, who made money. Finally, in 1964 the Civil Rights Act of 1964 was passed. Their rights were protected because people were supposed to get hired regardless to sex, color, or religion.

Over the years, women fought for the right to vote and for getting hired at good jobs. The 19<sup>th</sup> Amendment gave them the right to vote, and the percentage of women workers grew from 18% in 1900 to 47% in 2000. All the hard work and ambition of those women who worked hard for equal rights, finally paid off. ✓

**Anchor Level 4-B**

**The response:**

- Addresses all aspects of the task by discussing political inequality and job inequality as ways in which women historically have not had the same rights as men and by discussing the passage of the 19th Amendment and the Civil Rights Act of 1964 as events that have helped women in their struggle for equal rights
- Incorporates accurate information from all the documents
- Incorporates relevant outside information (Susan B. Anthony; Lucretia Mott; National Women's Suffrage Association; petitioning as a form of protest; Anthony dies before ratification of 19th amendment)
- Includes relevant facts, examples, and details; is more descriptive than analytical (all American women wanted the right to vote but only some of them did more than just want it)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

**Conclusion:** Overall, the response best fits the criteria for Level 4. All aspects of the task are addressed; however, the treatment is somewhat uneven as the discussion of political equality is more thorough than that of job equality. Information from all documents is incorporated in a comprehensive and meaningful way with the addition of some interesting outside information.

## Women's Rights

Women have continuously struggled for rights equal to those of men. This battle has been long and tedious, but a elite group of strong leaders made it possible. Women have gained many social, economic and political rights.

Many leaders of the women's rights movement including Elizabeth Cady Stanton, and Lucretia Mott originally did not focus on women's rights. Their battles began to reform other areas, such as temperance.

However, they soon discovered that their lack of rights hurt their ability to fight for reform. These women held the Seneca Falls convention after not being allowed into a meeting in England because of their gender. At the convention, the women's rights movement began.

The battle was often uphill. In the suffrage movement, women fought hard for the right to vote. Through petitions, protests, writing and lobbying, women achieved their goal. With the passing of the 19<sup>th</sup> amendment, women were given the right to vote.

Another battlefront was the workplace. Discrimination had been taking place here for decades before the movement of the 1920's. Women had a harder time finding jobs, and when they did, they were paid less than a man doing the same work. They also faced poor conditions, and long hours.

There have been many leaders and milestones in the Women's rights movement. The first major event, and one of the most important was the Seneca Falls Convention. Here, women led by Math and Stanton discussed their rights and drew up their own constitution which began "We hold these truths to be self evident that all men and women are created equal."

A second key event was the passing of the 19<sup>th</sup> Amendment. This change to the constitution gave women the right to vote everywhere in the U.S. This was a major step, going against beliefs that women were uneducated and easily influenced.

The Women's rights movement did not end in the 1920's. However, many key events took place during that time. Women gained many rights once denied them. Even today groups such as NOW help fight sexism. The atmosphere of the workplace has changed greatly, with almost the same amount of male and female workers. In conclusion, the strive for Women's rights has been a long, yet successful battle.

**The response:**

- Addresses all aspects of the task by discussing the suffrage movement and inequality in the workplace and by discussing the 19th amendment and NOW as an event and a group that have helped women in their struggle for equal rights
- Incorporates accurate information from documents 1, 2, 3, and 7
- Incorporates relevant outside information (Lucretia Mott; the meeting Stanton and Mott attempted to attend in England; use of petitions, protests, and lobbying in the suffrage movement; discrimination in the workplace; less pay for same work; poor conditions and long work hours; the first line of the Seneca Falls Declaration of Sentiments even though it is inaccurately referred to as a constitution; fighting sexism)
- Includes relevant facts, examples, and details; is more descriptive than analytical (19th amendment was a major step going against the belief that women were uneducated and easily influenced; the atmosphere of the workplace has changed greatly)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the historical context and concludes with a limited discussion of the efforts to overcome inequality in the workplace

**Conclusion:** Overall, the response best fits the criteria for Level 4. The discussion of the suffrage movement is very thorough, but the discussion of the inequality in the workplace is limited. Substantial outside information is included, but it is more descriptive than analytical.

Women in America have not always been treated like equals to men.

Many groups and individuals have helped women in their struggle to gain equal rights. Until a very short time ago, women had been deprived of the social, economic, and political rights men took for granted!

One way historically that women had not had the same rights as men is that until 1920, many women were not allowed to vote. (Doc #2) The women led <sup>many</sup> suffraget marches to get the right to vote. After many petitions, parades, meetings and banners, the 19<sup>th</sup> amendment was passed. ~~THE~~ THE 19<sup>th</sup> amendment finally gave women the right to vote in 1920. (Doc #2) Women were not granted the right to vote until 1920. 

Another example of how women were deprived of ~~discrimination~~ rights is that women were often discriminated against in job-hiring situations. (Doc #7) (Doc #6) Until the Civil Rights act of 1964, women were often forced to take the lower-paying jobs, or they were fired. <sup>(Doc #6)</sup> Many more women were hired in 2000 than the women hired in 1900. (Doc #7) This was an example of one more way women faced discrimination.

An individual who helped women in their struggle for equality was Rosie the Riveter. (Doc #4) She was used on posters to encourage women to work during WWII. (Doc #4) ~~the posters~~ The posters helped women gain confidence 

and so they applied for jobs. When the men left for war, many of their jobs were available, and many women were hired. Rosie the Riveter helped women apply for jobs and get into business.

A group that helped women in their struggle for rights was the National Organization for Women (Doc #3). This group was formed in 1946. It helped women by recruiting members and making sure women were treated fairly. This helped women gain social, economic and political rights.

Women have continually struggled for equal rights to men in history. Certain events and people have helped bring about change in women's rights. Women continually protested their lack of rights until many new amendments were added →

and more women's rights were gained. Many factors ~~was~~ in ~~the~~ history influenced the ~~the~~ rights women have today.

**Anchor Level 3-A**

**The response:**

- Addresses all aspects of the task in a limited way by discussing the 19th amendment for suffrage, the Civil Rights Act of 1964 and Rosie the Riveter for job discrimination, and NOW for equal treatment
- Incorporates some information from documents 1, 2, 3, 4, 6, and 7
- Incorporates limited relevant outside information (suffragettes used marches, petitions, parades, meetings, and banners; lower paying jobs for women)
- Includes some facts, examples, and details (Rosie the Riveter; women could not vote; women were discriminated against in job hiring situations; posters encouraged women to work during World War II and helped women gain confidence; when the men left for war, their jobs became available for women; NOW helped make sure women were treated fairly); is more descriptive than analytical; contains a minor inaccuracy (refers to many amendments when only the 19th amendment directly refers to women's rights)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the historical context and concludes with more than a restatement of the theme

**Conclusion:** Overall, the response best fits the criteria for Level 3. This response goes beyond the requirement of two events, individuals, or groups; however, the discussion of each is limited. Despite the good introduction and conclusion, the discussion is mostly limited to a step-by-step summary of each of the documents used.

Since the birth of the United States of America women have been kept behind men in their social, economic, and political rights. Men were able to vote before women could and most likely than not, men were hired for jobs over women. However, the ratification of the 19th Amendment and the Civil Rights Act of 1964 changed the woman's role of being a shadow to men.

Before ratification of the 19th Amendment women were refused the right to vote. As seen in Document 2, before 1920 only fifteen states allowed equal suffrage, twenty-four states allowed partial suffrage, and the rest had no statewide women's suffrage. This injustice, however, was changed with the 19th Amendment being ratified in 1920. The 19th Amendment finally gave women the right to vote.

Even though women had made a major breakthrough they were still behind men in the race for equality. In the year 1900, only eighteen percent were women in the workforce (seen in Document 7). The reason for such a low percentage was sex discrimination. In Document 5, "... the Commission nonetheless asserted that a woman's primary role was as mother and wife." Women were actually discouraged from working, by foundations such as the Presidential Commission on Women,

and employers were encouraged to hire men instead of women. But, the Civil Rights Act of 1964 came to the rescue. As interpreted from Document 6, the act protected women from not being hired or losing their jobs because of their sex. As a result, in the year 2000, forty-seven percent of the workforce was populated by women, (seen in Document 7), which was a big improvement for them.

In conclusion, women have come a long way. They rose to the occasion when challenged with being denied the right to vote but, reached their goal with the ratification of the 19th Amendment. Women went out and began working even though they were discouraged to and were discriminated against. But, they were finally protected with the Civil Rights Act of 1964 which deemed discrimination in the workforce illegal. Although the race for equality isn't over, women have almost evened out the playing field. Slowly but surely women have stepped out from under a man's shadow.

### Anchor Level 3-B

**The response:**

- Addresses all aspects of the task in a limited way by discussing the 19th amendment for voting rights and the Civil Rights Act of 1964 for employment opportunities
- Incorporates some information from documents 1, 2, 3, 5, 6, and 7
- Incorporates no relevant outside information
- Includes some facts, examples, and details (counts the number of states that allowed full and partial suffrage as shown in the map; eighteen percent of workforce were women in 1900); includes some analysis (report of the Presidential Commission on Women discouraged women from working and encouraged employers to hire men instead of women; although the race for equality is not over, women have almost evened out the playing field)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces and concludes the theme by establishing a framework that is beyond a simple restatement of the historical context

**Conclusion:** Overall, the response best fits the criteria for Level 3. All aspects of the task are addressed in a limited way with some good analysis. However, the content weaknesses offset the quality of the introduction, conclusion, and analysis.

Throughout history, women have been deprived of equal rights. It was not until 1920 that women were given the right to vote. Even after the ratification of the ~~ratification~~ ~~of the~~ 19<sup>th</sup> amendment, women's place was still at home. ~~Some~~ women had to fight for rights such as voting and jobs outside the home. Some women, like Elizabeth Cady Stanton and Rosie the Riveter, tried to change things for ~~women~~ like those for women.

A major right ~~not given to~~ taken away from women was the right to vote. Women wanted to have a say in elected government officials. Women tried to prove their point through ~~picketing~~ picketing. They formed organized protests. ~~the~~ Finally in 1920, women gained the right to vote (Doc 3). This happened with the ratification of the 19<sup>th</sup> amendment.

Before this, only about half of the US had equal suffrage (Doc 2).

A second major right that ~~women~~ men had and women did not was the ability to fill jobs in the workforce.

Women ~~is~~ <sup>would be</sup> discriminated against, because of their sex, when they would apply for a job in say a factory (Doc 5). This all changed under the Civil Rights Act of 1964 (Doc 6). It made it illegal to discriminate ~~to~~ refuse to hire or discharge any person ~~is~~ based on such things as sex. With this came ~~change~~ great <sup>increase</sup> ~~change~~ <sup>of</sup> the percentage of female workers in the workforce. By 2000, the percentage has more than doubled. (Doc 7).

Anchor Level 3-C

**The response:**

- Addresses all aspects of the task in a limited way by discussing the 19th amendment for the right to vote and the Civil Rights Act of 1964 for jobs in the workforce
- Incorporates some information from documents 1, 2, 3, 4, 6, and 7
- Incorporates limited relevant outside information (women used pickets and organized protests, discrimination in the workforce)
- Includes some facts, examples, and details (Rosie the Riveter; the Civil Rights Act of 1964 made it illegal to refuse to hire or discharge any person on the basis of sex); is more descriptive than analytical (the importance of the right to vote was so women would have a say in electing government officials)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the historical context and lacks a conclusion

**Conclusion:** Overall, the response best fits the criteria for Level 3. Some information from the documents is incorporated with some outside information. However, the response shows a limited depth of understanding.

Women haven't and still ~~aren't~~ <sup>don't</sup> have <sup>the</sup> ~~treated~~ <sup>same</sup> ~~equal~~ <sup>rights</sup> as men in ~~the~~ society.

Women have been struggling for equal rights ~~and~~ <sup>for</sup> many years.

Many Women has fought for the Rights <sup>even</sup> when risking there life. Men believe that women were not able to do the same thing as them. That we were to weak (oi).

But ~~when~~ <sup>when</sup> the men went of to war. The women had to fill in. They had to work on the farm, crop, fish, do there husbands job to survive ~~the~~. The

women were every condience ~~at~~ in there self. But another event that change women society was the "Seneca Falls convention". Many women came all over

just to come the meeting (doc 3)  
It gave women the  
Right to Vote. Also another  
example VII in the Civil Rights  
Act of 1964. It said the  
you can't hire anyone/discriminate  
because of the sex, race,  
color, religion, or national  
(doc 6).

Women do not have the  
same rights as men. But that  
is starting to change. In  
the 1900 18% of people  
working were women and  
82% were men. In the  
next 100 a demand increase  
of people working were women. (doc 7)  
In the 2000 47% of people  
were ~~men~~<sup>women</sup> working and 53%  
were men (doc 7). But women  
were not listened to about  
temperance, and questioned to speak  
on any subject (doc 1). Also  
Southern Western side of USA

Women had no suffrage. But North, central, western side had equal suffrage with year vote and partial suffrage (doc 2). Women were thought of as a mother and a wife (doc 5). But women had to take a stand and must be treated the the same.

Women have been struggling for equal rights for many years. Women have taken many fine chances. Without the brave women in society today, women might be were we were in 1900.

## Anchor Level 2-A

### **The response:**

- Addresses some aspects of the task by providing a limited discussion of the Civil Rights Act of 1964 for working women and of the Seneca Falls Convention for the right to vote
- Incorporates limited information from documents 1, 2, 3, 5, 6, and 7, simply restating the contents of these documents
- Presents little relevant outside information, mentioning women taking on men's jobs of farming, fishing, and doing their husband's job when the men went off to war
- Includes few facts, examples, and details; contains several inaccuracies (Seneca Falls Convention gave women the right to vote; in the Southern Western side of U.S.A. women had no suffrage, but North, Central, Western side women had equal suffrage with year vote and partial suffrage)
- Demonstrates a weakness in organization and a lack of focus, jumping from discussing working women to the Seneca Falls Convention to the Civil Rights Act of 1964; does not clearly identify which aspect of the task is being addressed
- Contains both an introduction and a conclusion that refer to the theme

**Conclusion:** Overall, the response best fits the criteria for Level 2. The weaknesses in organization and focus distract from the development of the theme. The documents are simply restated and, in several cases, misinterpreted.

Women were not treated equally in the 1900's.  
Men had all the jobs.

Women were not allowed to vote.  
Back in the 1900's women were not allowed to work or vote. The only thing they could do is stay home, cook, and clean. Women fought for a long time to get equality in America. Many women were part of a movement ~~to~~ so women could be treated equally ~~to~~ with men.

Elizabeth Cady Stanton was the leader in the Womens Suffrage Movement. Elizabeth fought so that women can vote and have the same jobs as men. Women put up posters showing they are just as strong as men. Women all over the world took part in the Womens Suffrage Movement.

In 1878 was the first womens suffrage bill introduced in Congress. By 1917 Jeannette Rankin became the first women in Congress. Then in 1966 the National Organization for Women was

formed. The greatest joy for Women was in 1974 when the Equal Rights Amendment was ~~defeated~~ defeated. That is when women were allowed to work the jobs as men and women could vote. In the 1900's only a little bit of women were working with men but by ~~the~~ the year 2000 it was almost the same amount of ~~men~~ women as there were men.

In conclusion women have come along way ~~since~~ since the 1900's. Women weren't allowed to vote or work but ~~now~~ now it's not only the men bringing home the money. ~~is~~ Women have ~~com~~ fought for there rights and now we can do almost anything.

## Anchor Level 2-B

### **The response:**

- Addresses some aspects of the task by discussing Elizabeth Cady Stanton and Jeannette Rankin as women who helped gain the right to vote and mentioning job discrimination
- Incorporates little information from documents 1, 3, 4, and 7
- Presents limited relevant outside information (the only thing women could do in the 1900s was stay home, cook and clean; many women were part of a movement)
- Includes few facts, examples, and details; contains a major misunderstanding of the Equal Rights Amendment (The greatest joy for women was in 1974 when the Equal Rights Amendment was defeated. That is when women were allowed to work the jobs as men and women could vote.)
- Demonstrates a general plan of organization
- Contains a short introduction and a conclusion that goes beyond a restatement of the theme

**Conclusion:** Overall, the response best fits the criteria for Level 2. Some aspects of the task are addressed, but the information addressing women and jobs is mostly inaccurate. No action taken to improve the working conditions of women is discussed. Some information is taken from the documents, but the response shows little apparent comprehension of how all these documents relate to the theme.

This essay will be about women's rights in the United States of America. In this essay I will include documents and parts of speeches made by women who helped the cause.

Women's rights has been an issue for a very long time. It basically started at the Seneca Falls Convention in 1848, it was then followed by the Wyoming Suffrage in 1890. In 1878, the women's suffrage bill was introduced to Congress.

A big accomplishment for women came when Jeannette Rankin became the first female to hold a seat in Congress. It was even better when women began to vote as it says in the 19<sup>th</sup> Amendment written in 1920.

A woman who was very active in the women's fight was Elizabeth Cady Stanton; the leader of the Women's Suffrage Movement. Ms. Stanton said "May instead of listening to what we had to say on temperance have questioned the right of a woman to speak on any subject." These words were very true and it explained how people acted back then towards women.

I am glad to say that now in 2004 women have taken half of the workplace by storm. Though, we have yet to see a female president. I know that soon enough a woman will be leading this country and doing a good job at it.

## Anchor Level 2-C

### **The response:**

- Addresses some aspects of the task by discussing Elizabeth Cady Stanton, the Seneca Falls Convention, Jeannette Rankin, and the 19th amendment for women's political rights
- Incorporates information from documents 1, 2, 3, and 7
- Presents little relevant outside information (we have yet to see a female president)
- Includes few facts, examples, and details (Wyoming suffrage in 1890; Jeanette Rankin first female in Congress)
- Demonstrates a general plan of organization
- Contains an introduction that refers to the theme and a conclusion that digresses from the discussion of women's political rights (now in 2004 women have taken half the workforce by storm)

**Conclusion:** Overall, the response best fits the criteria for Level 2. The response addresses only one right denied to women. Information from the documents is mentioned but not discussed.

During the late and early 40's women were neglected from jobs held by men. During world war II women had jobs that were generally held by men. When the war was over men wanted their jobs back. Women had no power.

The first step into women speaking out was the 19th Amendment which gave women the right to vote. Women's long hard struggle for equality has just begun.

In 1966 the national organization for women was formed. They later passed a women's rights bill to congress. The bill was defeated.

Finally vice president farraro gave equal rights to everyone. Women no longer were required to be wives and mothers. They had freedom of speech.

All in all women were treated with respect. This is still going on.

## Anchor Level 1-A

### **The response:**

- Shows a limited understanding of the task by minimally addressing jobs for women and mentioning the 19th amendment for voting rights
- Refers to documents 2, 3, 4, and 5
- Presents no relevant outside information
- Includes few relevant facts, examples, or details; includes some inaccuracies (NOW later passed a women's rights bill to Congress; Vice President Ferraro gave equal rights to everyone; women were no longer required to be wives and mothers)
- Demonstrates a general plan of organization
- Contains both an introduction and a conclusion

**Conclusion:** Overall, the response best fits the criteria for Level 1. Some information that addresses the task is mentioned at the beginning of the response, but then few accurate details are provided. Some of the documents are misinterpreted.

Women have not always had the same social, economic, and political rights as men. Beginning with the Seneca Falls Convention of 1848, women have continuously struggled to gain their equal rights. Individual, groups, and historical events have helped women in their struggle for equality.

Women used to not be able to vote and they always had to do only the housework no planting or farming.

In Document #1 the article is about temperance.

Many men thought would had a big temperance problem they thought they talked to much but then finally noticed women have the right, too.

This map on women's suffrage in Document #2 shows that women's suffrage

was mostly in the west.

The time line in Document #3 shows that ~~in~~ in 1878 the first bill for national women's suffrage was introduced in Congress. And in the 1960's the National Organization for Women was formed.

Document #4 has a world war II poster in it. It has a woman showing her muscle. and at the top it says "We Can Do It!" which means women should have the same rights as men do.

Women were encouraged to leave their workforce after World War II so they could see their husbands. Women were supposed to be a good mother and a good wife. this passage is shown in Document #5

In document #6 it shows a passage on unlawful employment practices. they made up excuses on why women shouldn't do certain stuff.

Document #7 has a graph on the percentage of women in the workforce.

In 1900 18% were female.

82% was male

Now in 2000 53% male and 47% female.

~~that~~ that is all the information I have for now.

## Anchor Level 1-B

### **The response:**

- Shows a limited understanding of the task by mentioning the struggle for voting rights and equality in the workplace
- Includes information from parts of all the documents in numerical order
- Presents little relevant outside information (women always had to do housework)
- Includes few relevant facts, examples, or details (1878 bill for women's suffrage introduced in Congress; NOW formed in the 1960s; following World War II, women were supposed to be a good wife and mother; statistics on percentage of women in the workforce); includes inaccuracies (women never had to do planting or farming; women were encouraged to leave their workforce after World War II so they could see their husbands; they made up excuses on why women should not do certain stuff)
- Demonstrates a general plan of organization but lacks focus, simply listing information from the documents; does not clearly identify which aspect of the task is being addressed
- Contains an introduction that goes a little beyond the historical context and a conclusion that is unrelated to the theme

**Conclusion:** Overall, the response best fits the criteria for Level 1. The response simply reiterates portions of all the documents with some inaccurate statements. For example, document 1 is misinterpreted as being solely about the temperance movement and not about freedom of speech. Very little relevant information is provided.

Since time has began women have not had the same rights as men. Until 1920 women were not allowed to vote in elections. Traditional women weren't allowed in the workforce but now almost half of the people today in the workforce are women. In History it has been a hard, Long Journey for equality of Women and Men.

One way women don't have the same rights as men is Before 1920 Women were not allowed to vote (Document #3). Before the 19<sup>th</sup> Amendment in many states women had little say in the federal government (Document #2).

A Second way women didn't have the same rights of men was, The workforce was dominated by men (Document #7). In 1900 82% of the workforce was men. Women were intimidated by this. Before 1900 there were even less women.

Many people, groups, or events helped women to become equal citizens. One group that helped women was the Government, First by Passing the 19<sup>th</sup> Amendment, an then Placing unlawful Employment Practices (Document #6). This meant that bussiness couldn't ~~refuse to hire a person because of their race, sex, or religion.~~ refuse to hire a person because of their race, sex, or religion.

Another Person that helped women was the fictional character Roise the Rivetter. Her Slogan for Women was "We can do it" (Document #4). This told women that they can do anything they want.

Women have come a long way during the 20<sup>th</sup> century. In the beginning of the 1900's only 18% of the workforce was women, but at the end of the 1900's 47% of women were in the work-force. So women have come a long way, but they are not finished.

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From the 1900's, all the way to the end of WWII, women's lives had changed.

In the beginning of the 1900's, women were not able to work, vote, or get an education. This had all changed when WWII hit.

Many men were drafted and women needed money for food and supplies. How were they going to get this money? They worked. They took the jobs that men had once had.

Rosie the riveter was a poster made for WWII. On the front, it had Rosie showing her muscles saying, "We can do it!". This meant that women could work to make a living, at least until the men came back.

After the surviving veterans came back, women were forced to step down. They went back to being wives, mothers and house cleaners. The 19<sup>th</sup> amendment then passed,

allowing women to vote. Before that though, the 18<sup>th</sup> amendment had passed, allowing women to get an education.

In conclusion, women had their ups & downs from 1908 to the end of WWII. The women also gained the right to vote & get an education.

Since 1848 women have tried to gain all of their rights that they feel they deserve. They have stepped up to the challenge to gain what they may need or want.

For instance, women have formed groups to aid themselves. In document three I learned that the National Organization for Women was formed. In this group, the women helped each other. If a woman had all the right qualifications, but was denied the job, she could turn to the group and they may sue the company for discrimination.

In 1964, the Civil Rights Act protected women and minorities from job discrimination. The Civil Rights Act clearly stated that if they had any discrimination against a person's race, color, religion, sex, or national origin it would be considered unlawful. If an employer did any of the above, he or she could be sued by the person they discriminated.

Until the ratification of the 19th Amendment, women could not vote. Many states did let women vote before the 19th Amendment, many did not let women vote. At one time, only rich white men or men who owned land could vote. In most states, had only partial suffrage. Elizabeth Cady Stanton was the leader of the Women's Suffrage Movement. She was a good leader who spoke out against them not having equal rights.

During World War II, women stepped up. They took on the men's jobs and left their kids at home. Even though it may have been hard they took the pain. The women loved their jobs. When the veterans came back, the women did not want to give up their jobs. They assumed roles that were just as restricted as before.

In conclusion, women have fought hard and long to get what they want. They now take up almost half of the United States jobs and are good at what they have chosen to do.

One way that the women have not had the same rights as men. Because the women said that they don't have the same social, economic, and political rights as men because men back then worked harder in the year 1900. The second way that the women have not had the same rights as men. Because when they started the Seneca Falls Convention of 1948 was that the women they had to struggle to earn their equal rights like the men. In 1900 82% of male worked in 1900 more than women but in 2000 they drop the men have 53% more than women had 47%. One individual group that women had was to struggle for their rights they form in a group and started to protest for their equal rights. Second individual event was that the individuals, groups, and historical events helped the women in their struggle for equality.

For centuries, women have struggled to be considered equal to men. They did not always have the same political and social rights as our government has bestowed upon women of today. Through historical events and with the leadership of some courageous women, today's women are gaining more power in everywhere from the floors of factories to Capitol Hill. These are some of the influential people and events, which helped shape women's roles today.

Many events and individuals conspired to help women gain social and political power. One such individual was Elizabeth Cady Stanton, a leader of the Women's Suffrage Movement. She was a speaker at the Seneca Falls convention, a key step in gaining the vote for women. Stanton believed that women were being denied a constitutional right in not being able to vote. She also believed that women did not have the right of free speech, and is quoted as saying, "We have been obliged to preach women's rights because many, instead of listening to what we had to say on temperance,

have questioned the right of a woman to speak on any subject." Stanton fought valiantly ~~(to)~~ for women's rights, and helped put women in the position they are in now.

Another individual who helped gain more political power for women was Jeannette Rankin. Rankin was the first woman elected to Congress, and took office in 1917. Rankin opened the door to all women with political aspirations and made it possible for any women with enough ambition to be elected to public office. Today many women find jobs in politics.

Historically, women have not had the same rights or status as men. It was men who founded this country, men who fought in wars and marched off to battle while the women waited tearfully at home, because that is what society had taught. One inequality which women fought for years to correct was women's inability to vote. The Western United States were the leaders in this fight, Wyoming women first gaining the right to vote in 1890. That's over one-hundred years after this nation was founded on the basis of equality!

"All men are created equal," it is written in the Constitution. "Life, liberty, and the pursuit of happiness." How can there be happiness much less liberty, if a woman's voice was silenced everywhere but the home?

Another inequality which women struggled to change was inequality in the workplace. During World War Two, women took over jobs which had previously been occupied by the men sent to war. When the men returned, women were expected to step aside so that the war's veterans could have their jobs back. The Presidential Commission on Women asserted that a woman's primary role was that of a mother and a wife, and her chief responsibilities should be her children and her home. Three years later, however, the Civil Rights Act of 1964 made it unlawful for an employer to refuse to hire anyone on the basis of "the individual's race, color, religion, sex, or national origin." Women could no longer be refused jobs because of their gender. The Civil Rights act of 1964 was a momentous event in gaining equality for American women.

Throughout many years, women have gradually earned more social, economic and political power, rising from the thankless position of homemakers to CEOs at Fortune 500 companies. Women have much more power now in politics and in the workforce. We have that power thanks to a few brave women and the events in history which brought us so far.

### Practice Paper A—Score Level 3

**The response:**

- Addresses all aspects of the task in a limited way by discussing the 19th amendment for voting rights and the intent of the 1964 Civil Rights Act in terms of unlawful employment practices for workforce discrimination
- Incorporates some information from documents 2, 3, 4, 6, and 7
- Incorporates no relevant outside information
- Includes some facts, examples, and details (statistical changes in the workforce of 1900 and 2000; Civil Rights Act means businesses could not refuse to hire a person because of their race, sex, or religion; Rosie the Riveter helped women); is more descriptive than analytical (the male domination of the workforce intimidated women; it was a long, hard journey for equality)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by establishing a framework that is beyond a restatement of the historical context and lacks a formal conclusion

**Conclusion:** Overall, the response best fits the criteria for Level 3. The last sentence provides this response’s conclusion about the struggle for women’s rights. While the response does not specifically mention the 1964 Civil rights Act, the discussion clearly refers to it.

### Practice Paper B—Score Level 2

**The response:**

- Addresses some aspects of the task by discussing women for job opportunities and education and by mentioning that the right to vote was gained from the 19th amendment
- Incorporates little information from documents 2, 3, 4, and 5
- Presents little relevant outside information (when men were drafted, women took jobs that men once had)
- Includes few facts, examples, and details (Rosie, the Riveter); contains some inaccuracies (women worked during World War II only to make a living; passage of the 19th amendment after World War II; the 18th amendment allowed women to get an education)
- Demonstrates a general plan of organization but lacks focus on the task of discussing two different inequalities and efforts to overcome those inequalities
- Contains a brief introduction and a conclusion that relate to the theme but not to the content of the discussion

**Conclusion:** Overall, the response best fits the criteria for Level 2. Information from some documents is mentioned without developing this information to address the task. The discussion on the issue of education is inaccurate.

### Practice Paper C—Score Level 3

**The response:**

- Addresses all aspects of the task in a limited way by discussing the Civil Rights Act of 1964 for job discrimination and the 19th amendment for voting rights
- Incorporates some information from all the documents
- Incorporates relevant outside information (NOW would help women bring claims of job discrimination; minorities; employers who violated the Civil Rights Act could be sued; during colonial times only rich white men or men who owned land could vote)
- Includes some facts, examples, and details (women formed groups such as NOW to aid themselves; provisions of the Civil Rights Act of 1964; some states had granted woman suffrage before the 19th amendment; during World War II, women took on the men’s jobs; when the veterans came back, the women did not want to give back their jobs); is more descriptive than analytical
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by establishing a framework that goes beyond a simple restatement of the historical context and concludes by assessing the value of women in the workplace

**Conclusion:** Overall, the response best fits the criteria for Level 3. The response accurately interprets the documents and adds some interesting outside information and comments on the issue of women’s rights.

### Practice Paper D—Score Level 1

**The response:**

- Shows a limited understanding of the task by addressing equal rights in general, mentioning the Seneca Falls Convention, and attempting to use statistics to show that by 2000 women were more equal to men in the workforce
- Refers to documents 3 and 7
- Includes few accurate or relevant facts, examples, or details; misinterprets the statistics for the graphs in document 7; states the year for the Seneca Falls Convention incorrectly
- Demonstrates a major weakness in organization; lacks focus; does not clearly identify which aspect of the task is being addressed
- Lacks an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. Equal rights for women are addressed with limited use of information from the documents. Very little relevant information is provided.

## Practice Paper E—Score Level 5

### **The response:**

- Thoroughly addresses all aspects of the task by discussing the right to vote and inequalities in the work place as ways in which women historically have not had the same rights as men and by discussing the Seneca Falls Convention and the Civil Rights Act of 1964 as events that have helped women in their struggle for equal rights
- Incorporates accurate information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (women are gaining power everywhere from the floors of factories to Capitol Hill; men who founded the country; men marched off to war while women waited tearfully at home—because that is what society had taught; the recent shift from homemakers to CEOs)
- Includes relevant facts, examples, and details (Stanton believed that women did not have the right of free speech; it was over 100 years from the founding of this country before the first women got the right to vote); includes several analytical comments (Stanton believed women were being denied a constitutional right in not being able to vote; Rankin opened the door to all women with political aspirations); contains a minor inaccuracy (“all men are created equal” and “life, liberty, and the pursuit of happiness” are incorrectly attributed to the Constitution)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the historical context and concludes with much more than a simple summation of the theme

**Conclusion:** Overall, the response best fits the criteria for Level 5. All aspects of the task are addressed although the discussion of securing the right to vote is slightly more extensive than the discussion of overcoming inequalities in the workplace. Rankin is discussed quite well as opening up workplace opportunities in politics for women. This is a very thoughtfully written paper with a lot of inference.

## Grade 8 Intermediate-Level Social Studies

### Descriptions of Performance Levels

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

### Specifications Chart

DOCUMENT-BASED QUESTION	STANDARDS/UNIT
Women’s struggle for the same social, economic, and political rights as men and the individuals, groups, and events that have helped them gain these rights	Standards 1 and 5: United States and New York History; Civics, Citizenship, and Government Unit 12: Cross Topical—Question covers the time frame of several units from 1848 to 2000



**The *Chart for Determining the Final Test Score for the June 2004, Grade 8, Intermediate-Level Test in Social Studies*, normally located on this page will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> by noon on Wednesday, June 2, 2004. Conversion charts provided for the previous administrations of the Grade 8, Intermediate-Level Test in Social Studies must NOT be used to determine students' final scores for this administration.**