

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME
2 OF 2
DBQ

UNITED STATES HISTORY AND GOVERNMENT

Thursday, August 17, 2017 — 8:30 to 11:30 a.m., only

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

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

Contents of the Rating Guide

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

- A question-specific rubric

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

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

General:

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

Mechanics of Rating

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

Copyright 2017

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

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

Rating the Scaffold (open-ended) Questions

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

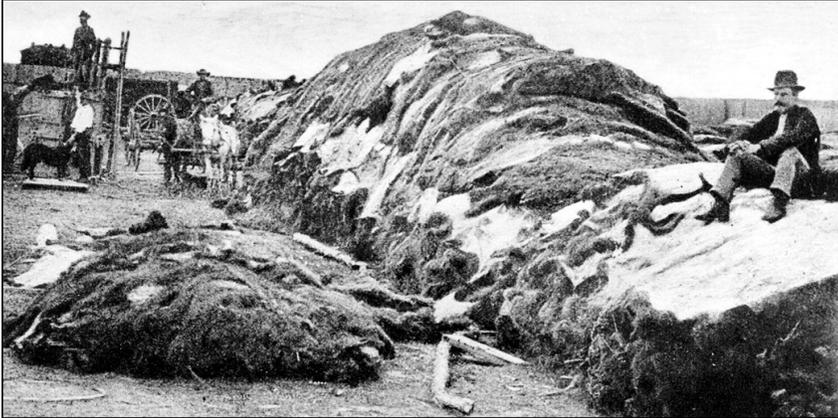
Schools are not permitted to rescore any of the open-ended questions (scaffold questions, thematic essay, DBQ essay) on this exam after each question has been rated the required number of times as specified in the rating guides, regardless of the final exam score. Schools are required to ensure that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

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

United States History and Government
Part A Specific Rubric
August 2017

Document 1a

Buffalo hides stacked at Dodge City, Kansas, for shipment to the East, 1878



Source: National Archives (adapted)

Document 1b

“ . . . White men had found gold in the mountains around the land of the Winding Water [in Oregon]. They stole a great many horses from us and we could not get them back because we were Indians. The white men told lies for each other. They drove off a great many of our cattle. Some white men branded our young cattle so they could claim them. We had no friends who would plead our cause before the law councils. It seemed to me that some of the white men in Wallowa [a valley in Oregon] were doing these things on purpose to get up a war. They knew we were not strong enough to fight them. I labored hard to avoid trouble an bloodshed. . . .”

Source: Chester Anders Fee, *Chief Joseph: The Biography of a Great Indian*, Wilson-Erickson

1 Based on these documents, what were *two* effects of the development of the West on Native American Indians?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* effect of the development of the West on Native American Indians based on these documents
Examples: killing of buffalo affected the Native American Indians’ way of life/the actions of white men threatened Native American Indians’ way of life; white men found gold in the mountains which threatened Native American Indian lands/livestock; white men stole many Native American Indian horses; white men branded young cattle so they could claim them/Native American Indians’ cattle were branded and then claimed by white men; white men drove off Native American Indians’ cattle; Native American Indians were discriminated against in law councils; conflict developed between whites and Native American Indians; some whites were trying to start a war; Chief Joseph labored hard to avoid trouble/to avoid bloodshed; the slaughter of buffalo threatened the survival of Native American Indians

Note: To receive maximum credit, two *different* effects of the development of the West on Native American Indians must be stated. For example, *Native American Indians’ cattle were branded and then claimed by white men* and *white men branded young cattle so they could claim them* are the same effect expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: Native American Indians stole horses/cattle from white settlers; Native American Indians were successful when they went before the law councils; white men found gold in the mountains; they were not strong; buffalo hides were stacked at Dodge City for shipment to the East
- Vague response
Examples: buffalo hides; white men told lies; slaughtered buffalo; they had no friends; they labored hard
- No response

Document 2a

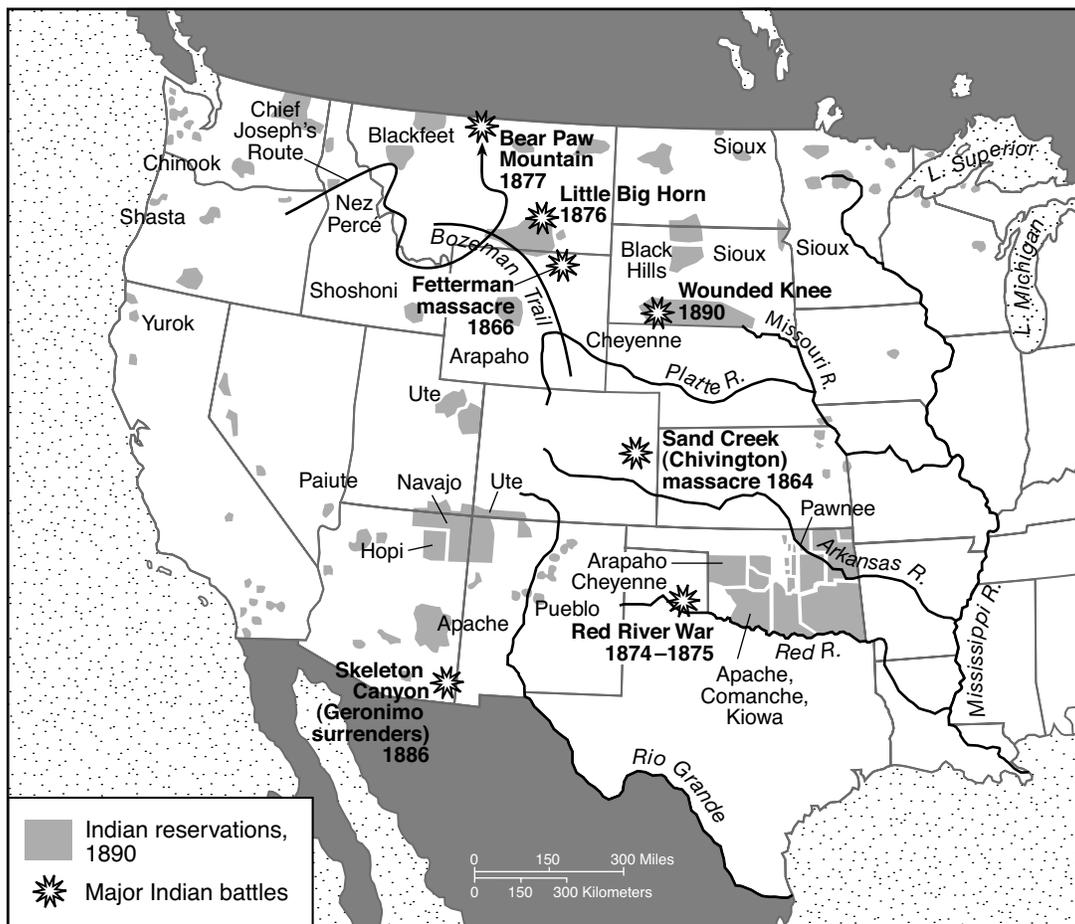
By the mid-1880s, the biggest single area in the West suitable for farming and still largely untouched by white settlement was Indian Territory. Representatives of some fifty-five tribes now called it home, but there were large tracts within it upon which no one lived.

One of these—2 million empty and unassigned acres—was called “the Oklahoma District,” and the army was soon kept busy driving from it armed parties of squatters from Kansas who called themselves “Boomers.” Furious lobbying eventually succeeded where invasion failed, and Congress finally voted to buy out all Indian claims to the Oklahoma District. . . .

Source: Geoffrey C. Ward, *The West: An Illustrated History*, Little, Brown and Company, 1996

Document 2b

Native American Indians in the West: Major Battles and Reservations



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

2 Based on these documents, what was *one* impact of westward settlement on Native American Indians?

Score of 1:

- States an impact of westward settlement on Native American Indians based on these documents
Examples: land set aside for Native American Indians was taken over by whites; the Oklahoma District had been set aside as part of Indian territory; the Oklahoma District was closed to white settlement; Congress voted to buy out all Indian claims to the Oklahoma District; the Oklahoma District was eventually opened to white settlement; reservations were set up for Native American Indians in the West; major battles erupted between Native American Indians and the army; massacres of Native American Indians took place; Native American Indians lost their territory; Geronimo surrendered; Chief Joseph gave up; Native American Indians lost at Sandy Creek massacre/battle of Wounded Knee; Native American Indians defeated United States Army in battle of Little Bighorn/Fetterman massacre

Score of 0:

- Incorrect response
Examples: Congress protected Indian claims in Oklahoma; no land was set aside for Native American Indians; reservations were set up for white settlers
- Vague response
Examples: lobbying; squatters were called Boomers; it was largely untouched; no one lived there
- No response

Document 3a

After the Battle of Wounded Knee, Commissioner of Indian Affairs Thomas Jefferson Morgan made recommendations about how to avoid future conflicts with Native American Indians.

. . . *Fifth*—The only possible solution of our [Native American] Indian troubles lies in the suitable education of the rising generation. So long as the Indians remain among us aliens, speaking foreign languages, unable to communicate with us except through the uncertain and often misleading medium of interpreters, so long as they are ignorant of our ways, are superstitious and fanatical, they will remain handicapped in the struggle for existence, will be an easy prey to the medicine man and the false prophet, and will be easily induced, by reason of real or imaginary wrongs, to go upon the war-path. An education that will give them the mastery of the English language, train their hands to useful industries, awaken within them ambition for civilized ways, and develop a consciousness of power to achieve honorable places for themselves, and that arouses within them an earnest and abiding patriotism, will make of them American citizens, and render future conflicts between them and the Government impossible. . . .

Source: T.J. Morgan, *The Present Phase of the Indian Question*, 1891

Document 3b

Lakota boys are pictured when they arrived at the Carlisle Indian Industrial School in Pennsylvania, left, and three years later, right.



Source: New York Public Digital Gallery (adapted)

3 Based on these documents, what are *two* ways Native American Indians were being affected by the development of the West?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* way Native American Indians were being affected by the development of the West based on these documents

Examples: industrial schools were established for Native American Indian children; Native American Indian children attending the Carlisle Indian Industrial school dressed like whites/stopped wearing traditional clothes; while attending the Carlisle Indian Industrial School, Native American Indian children were taught to behave like whites; their languages were considered foreign; decisions were made about their future by the government; it was recommended that they get an education that would give them mastery of the English language; they were being encouraged to get an education; they were being encouraged to learn civilized ways; they were seen as easily induced to go on the warpath; they were being encouraged to train their hands for useful industries; they were being urged to develop a consciousness of power to achieve honorable places for themselves; they were being encouraged to become American citizens; they were being told to make cultural changes that would render future conflicts impossible between them and the government; their beliefs were now being criticized as superstitious and fanatical; they were being seen as handicapped in their struggle for existence; they were seen as easy prey for the medicine man; they were seen as easy prey for the false prophet

Note: To receive maximum credit, two *different* ways Native American Indians were being affected by the development of the West must be stated. For example, *they should speak English* and *they were taught to communicate in the white man's language* are the same way expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: conflicts between Native American Indians and the government ended; Native American Indian children were allowed to keep their own beliefs; they were being discouraged from learning civilized ways
- Vague response
Examples: recommendations were made; it was a possible solution; it rendered future conflicts; easy prey; they were encouraged; arouse patriotism; decisions were made
- No response

Document 4

. . . By 1800 the external aspect of the landscape was changing, with the extension of cleared fields, and the gradual rebuilding of cabins over the older areas. But inside the cabins the family life still embraced the whole range of domestic manufactures. The frontier graveyards show how hard the early life was on the women of the family. The patriarch laid to rest in his family tract, beside two, three, or four wives who had preceded him, is much more common than the hardy woman who outlived her husbands. The housewife came to her new home young and raw, and found for neighbors other girls as inexperienced. She bore the children; and buried a staggering number of them, for medicine and sanitation, inadequate everywhere, were out of reach for the cabin on the border. She fed her men and raised her children, cooked their food and laid it by [stored it] for winter. She was at once butcher, packer, and baker. The family clothes showed her craftsmanship, with skins playing a large part, and homespun or knitting revealing a luxury established. When one adds to the grinding and unavoidable labor, the anguish that came from sickness and danger, the frontier woman who survived becomes an heroic character, and the children who felt her touch become the proper material from which to choose the heroes of a nation. . . .

Source: Frederic L. Paxson, *History of the American Frontier, 1763–1893*, Houghton Mifflin, 1924

4 According to Frederic L. Paxson, what was *one* effect of westward development on frontier women living in the West?

Score of 1:

- States an effect of westward development on frontier women living in the West according to Frederic L. Paxson
Examples: few women outlived their husbands; many frontier women died young/before their husbands; frontier women had to work hard; frontier women buried many of their children due to lack of medicine/sanitation; frontier women became craftsmen/butcher/packer/baker; she had to perform grinding/unavoidable labor; frontier women faced sickness/danger; she had to perform many different tasks; frontier women who survived became a heroic character; she raised children who might become heroes of the nation; needed to become hardy to survive; lacked access to medicine/sanitation; she made clothes from skins; they had few luxuries available; they had a hard life; they had to cook food and store it for the winter

Score of 0:

- Incorrect response
Examples: frontier women usually outlived their husbands; medicine/sanitation were readily available to frontier women; she had very little work to do
- Vague response
Examples: a changing landscape; the fields were cleared; she came to her new home young and raw; inside the cabin, family life was embraced
- No response

Document 5

It perhaps ought to be stated here, for the benefit of widows and single women over twenty-one years of age, that they are as much entitled to homesteads as men, and the women of Dakota generally avail themselves of the privilege. We can point you to young women in Dakota who carry on quite a stroke of farming now, who came here penniless a few years ago. One woman has now three hundred and twenty acres of land, paid for from her wages as servant girl, at \$4.00 per week. It is the investment of what she has saved from her wages in the last two years. We, of Dakota, believe in Women's Rights, especially the right to take a homestead and manage it to their own liking. . . .

Source: James S. Foster, Commissioner of Immigration for Dakota Territory, *Outlines of History of the Territory of Dakota*, 1870

5 According to James S. Foster, what is *one* opportunity the development of the West offered to women?

Score of 1:

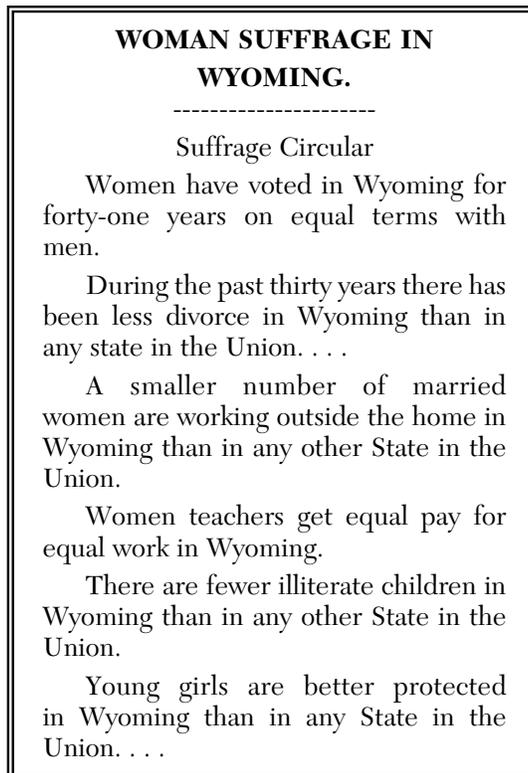
- States an opportunity the development of the West offered to women according to James S. Foster
Examples: they are entitled to own homesteads if they are a widow or a single woman over the age of 21; women could run the homesteads; they could buy farmland; they could invest their wages in land; they had the right to manage a homestead to their own liking; having rights for women in Dakota; managing a homestead; economic independence; women's rights; a penniless woman could eventually become a farmer; they could move to Dakota; earn and invest wages

Score of 0:

- Incorrect response
Examples: women have the right to vote; most of the Dakota homesteads were owned by women; women do most of the farming in the Dakota Territory; they became servant girls; penniless women
- Vague response
Examples: they generally avail themselves; invested; they are entitled; privileges
- No response

Document 6

This circular appeared in Kentucky's *Lexington Herald*, informing readers of the benefits of women voting in Wyoming.



Source: *Lexington Herald*, May 19, 1910

6 According to this circular, what were *two* benefits of granting suffrage to women in Wyoming?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* benefit of granting suffrage to women in Wyoming as stated in this circular

Examples: women could vote on equal terms with men; there has been less divorce/marriages are more stable; a smaller number of married women were working outside the home than in other states; women teachers got equal pay for equal work; there are fewer illiterate children; young girls were better protected; improved literacy; equality

Note: To receive maximum credit, two *different* benefits of granting suffrage to women in Wyoming must be stated. For example, *there has been less divorce and marriages are more stable* are the same benefit expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: more married women work outside the home; divorce rates have increased; illiteracy has increased; the number of married women working outside the home increased; Wyoming has fewer children than any other state; women have voted for 41 years
- Vague response
Examples: there are teachers; it has been forty-one years; it is a smaller number
- No response

Document 7

... A combination of push and pull factors thus triggered a wave of Chinese immigration to America. More than 20,000 Chinese arrived in the United States in 1852, quickly augmenting [increasing] the number of Chinese in California, which reached 34,933 on the eve of the Civil War. Of these Chinese, some three-fourths lived in counties where mining was the principal occupation. Most Chinese miners missed the initial rush, but they gradually took control of California placer mining. Within a decade they possessed most of the claims in the original strike region and together constituted the single largest national group of miners. Their slow start and quick dominance in California's mines formed a distinctive pattern that would be repeated throughout the mining West. . . .

As a story of economic mobility and self-improvement, the Chinese experience on the western mining frontier was a success. To be sure, the Chinese had many disadvantages. They possessed little starting capital, they had staked no initial claims, they faced legal discrimination, and they encountered racial violence. But these disadvantages were often compensated for by advantages, including mining experience, cooperative culture, a healthy life-style, skill at aquatic management, and environmental adaptability, all of which ensured Chinese competitiveness in the American West. In 1870, several Chinese companies in Montana were listed among the territory's most profitable. For six months Chang-Ling Company with seven persons cleared \$13,000 in gold. According to one 1871 account, Chinese miners took out \$500,000 in gold from the Tuscarora region in Nevada. Between 1855 and 1870 more than 10 percent of the gold and silver exports through the Port of San Francisco went to China, an amount (\$72,581,219) equivalent to more than \$1 billion today. . . .

Source: Liping Zhu, "No Need to Rush: The Chinese, Placer Mining, and the Western Environment," *Montana: The Magazine of Western History*, Autumn 1999 (adapted)

7 According to Liping Zhu, what were *two* ways living in the West affected Chinese immigrants?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* way living in the West affected Chinese immigrants according to Liping Zhu
Examples: they possessed most of the claims in the original strike region/Chinese immigrants dominated California mines; Chinese immigrants experienced economic mobility; Chinese immigrants experienced self-improvement; they faced legal discrimination; they faced racial violence; living in the West gave them the opportunity to put their mining experience to good use; they relied on their cooperative culture to succeed; living in the West made their aquatic management skills very useful/valuable in gold mining; they were able to adapt to their environment; Chinese companies competed successfully; they acquired/traded gold and silver; they established profitable companies/mines; had skills that allowed them to be competitive; developed some profitable businesses in Montana; they staked claims that were profitable; Chinese miners were able to take \$500,000 in gold from Tuscarora in Nevada

Note: To receive maximum credit, two *different* ways living in the West affected Chinese immigrants must be stated. For example, *they possessed most of the claims in the original strike region* and *Chinese immigrants dominated California's mines* are the same way expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: they did not adapt to the environment; Chinese companies were not successful; all Chinese immigrants became wealthy miners; the disadvantages they faced outweighed their advantages; their companies were not profitable; they took control of California
- Vague response
Examples: it was a combination of push and pull factors; it was reached on the eve of the Civil War; there was an initial rush; capital; slow start; formed a distinctive pattern
- No response

Document 8a

. . . Besides railroad work, Chinese found opportunities elsewhere. When they learned that \$8 was the going rate for a basket of laundry in San Francisco, they did it for \$5 and were swamped with business. Soon scores of laundries opened, often one group working daytime, another at night. Even in smaller towns the Chinese laundry became an institution—the lone laundryman wielding his iron long hours in an isolated existence, unable to communicate with Americans, dreaming only of his hoped-for return to China. . . .

Source: David Lindsey, “Cathay Comes to El Dorado,” *American History Illustrated*

Document 8b

. . . Meanwhile, in the rural regions, the Chinese were participating in the development of California’s agriculture, which was turning from wheat to fruit acreage. “They were a vital factor,” historian Carey McWilliams writes, “one is inclined to state *the* vital factor, in making the transition possible.” Formerly farmers in the Pearl River Delta in Guangdong, the Chinese shared their agricultural experience and knowledge. They “taught their overlords how to plant, cultivate, and harvest orchard and garden crops.” Their contributions extended beyond California: Ah Bing in Oregon bred the famous Bing cherry, and Lue Gim Gong in Florida developed the frost-resistant orange that bore his name and that gave the state its citrus industry. . . .

Source: Ronald Takaki, *Strangers from a Different Shore: A History of Asian Americans*, Little, Brown and Company, 1989 (adapted)

8 Based on these documents, what were *two* opportunities the development of the West offered to Chinese immigrants?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* opportunity the development of the West offered to Chinese immigrants based on these documents

Examples: railroad work; laundry work; developing laundry businesses; Chinese laundries became an institution in small towns; work in agriculture; sharing their agricultural experience and knowledge/planting, cultivating, and harvesting orchard and garden crops/growing fruit; teaching others to develop new varieties of fruit; they could become farmers; the opportunity to develop a frost resistant orange in Florida; Ah Bing had the opportunity to breed a new type of cherry; earning enough money so they could return to China

Note: To receive maximum credit, two *different* opportunities the development of the West offered to Chinese immigrants must be stated. For example, *planting cultivating, and harvesting orchard and garden crops* and *growing fruit* are the same opportunity expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: the lone laundryman worked long hours; working day and night; closing scores of laundries; growing wheat; they were unable to communicate; changing agriculture from wheat to fruit; returning to China
- Vague response
Examples: they were a vital factor; \$8 was the going rate; they communicated; they were swamped
- No response

Document 9

Opposition to Chinese immigration included the Workingmen's Party in the late 1870s.

. . . After being occupied during the 1850s, 1860s, and early 1870s in the placers [mines] and on major construction projects, many Chinese turned toward the cities and new industries. San Francisco was the mecca for most, for it was both the industrial capital of the Pacific Coast and the headquarters for the Chinese. The timing was unfortunate, for it brought the Chinese into conflict with the struggling labor movement that had been trying to organize itself in San Francisco during the preceding two decades, and it did so at a time when unemployment and threats to the traditionally high level of western wages made white workers angrily sensitive to the dangers of Chinese competition. A very high percentage of those workers were themselves immigrants, especially Irish and Germans—but they were white immigrants. . . .

Source: Rodman W. Paul, *The Far West and the Great Plains in Transition, 1859–1900*, Harper & Row, 1988

9 According to Rodman W. Paul, state *one* reason for opposition to Chinese immigrants in San Francisco.

Score of 1:

- States a reason for opposition to Chinese immigrants in San Francisco according to Rodman W. Paul
Examples: many Chinese were settling in San Francisco; Chinese laborers competed with white workers; the labor movement feared that the Chinese would make it harder for them to succeed; white workers/white immigrants saw the Chinese as a threat to their jobs; white workers were angrily sensitive to the dangers of Chinese competition; white immigrants feared Chinese competition for jobs; whites feared the influx of Chinese would worsen unemployment; whites feared Chinese workers would work for less/lower wages; the labor movement was struggling; Chinese competition seen as dangerous; racism

Score of 0:

- Incorrect response
Examples: San Francisco was the industrial capital of the Pacific Coast; Chinese were voting in large numbers; the Chinese got higher wages than the white workers; they worked on major construction projects
- Vague response
Examples: the timing was unfortunate; there was a high percentage; white workers were sensitive; they were organizing
- No response

United States History and Government
Content-Specific Rubric
August 2017

Historical Context: During the 19th and early 20th centuries, the development of the West had political, economic, and social effects on various groups. These groups include *Native American Indians*, *women*, and *Chinese immigrants*.

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

- Discuss political, economic, *and/or* social effects of the development of the West on the group

Scoring Notes:

1. This document-based question has a minimum of *four* components (discussing *at least two* political, economic, and/or social effects of the development of the West for *each* of *two* groups).
2. Any combination of political, economic, or social effects of the development of the West on a group may be used to develop the task.
3. The classification of effects does not need to be specifically identified as political, economic, or social as long as it is implied in the discussion.
4. The focus of the discussion should be on how the development of the West affected a specific group; however, the group's effect on the development of the West may also provide relevant information in some discussions.
5. The discussion of effects of the development of the West should focus on the 19th and early 20th centuries; however, the effects discussed may include information outside that time period.
6. The response may discuss the effects of the development of the West on a group from different perspectives as long as the position taken is supported by accurate historical facts and examples.
7. Only two groups should be chosen from the historical context. If three groups are discussed, only the first two groups may be scored.
8. For the purposes of meeting the criteria of using *at least four* documents in the response, documents 1a, 1b, 2a, 2b, 3a, 3b, 8a, and 8b may be considered as separate documents if the response uses specific information from each document.

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

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

Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by discussing the political, economic, and/or social effects of the development of the West on *each* of *two* groups
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Native American Indians*: connects the warfare that resulted from the wide-ranging negative effects of railroad development and the westward movement of white settlers on Native American Indians living on the Great Plains to the impact of the federal government's implementation of the reservation system and forced assimilation policies on Native American Indian cultural life; *women*: connects how overcoming the challenges of western homesteading and achieving success as community builders contributed to the increased status of women and the recognition of their contributions by state legislatures that led to increased political and economic equality and laid the groundwork for passage of the 19th amendment
- Incorporates relevant information from *at least four* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to effects of the development of the West on a group (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *Native American Indians*: transcontinental railroad; role of buffalo; Bureau of Indian Affairs; Indian Wars; Dawes Act; Carlisle Indian Industrial School; forced assimilation; ethnocentrism; Ghost Dance; *women*: frontier life; domestic duties; lack of experience; lack of medicine/sanitation; teachers; church involvement; boarding houses; property rights; Wyoming; Populist Party; Mary Lease; Farmers Alliances; suffrage
- 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 the effects of the development of the West on one group more thoroughly than on the second group
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Native American Indians*: discusses the wide-ranging negative effects of railroad development and westward movement of white settlers and the impact of the implementation of forced assimilation policies on Native American Indians living on the Great Plains; *women*: discusses how contributions made by women in the settlement of the West led to western state governments passing legislation that promoted political equality and helped lay the groundwork for the eventual passage of the 19th amendment
- Incorporates relevant information from *at least four* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

*The term *create* as used by Anderson/Krathwohl, et al. in their 2001 revision of Bloom's *Taxonomy of Educational Objectives* refers to the highest level of 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.

Effects on Native American Indians

<i>Key Ideas from Documents 1-3</i>	<i>Relevant Outside Information</i> (This list is not all-inclusive.)
<p>Doc 1—Buffalo hides shipped East by white men Native American Indian horses stolen and cattle driven away after gold found Young cattle branded by white men so they could claim them Chief Joseph believed that harassment of Native American Indians used by white men to start a war Native American Indians were not strong enough to fight whites Native American Indians labored hard to avoid trouble and bloodshed</p> <p>Doc 2—Biggest single area suitable for farming available in West belonged to Native American Indians “Oklahoma District” claimed by armed parties of squatters from Kansas (“Boomers”) Congress bought out Native American Indian claims to Oklahoma District Major battles conducted in West (Wounded Knee, Little Big Horn, Skeleton Canyon, Bear Paw Mountain, Fettermen massacre, Sand Creek massacre, Red River War) Geronimo surrendered at Skeleton Canyon Native American Indians moved to reservations by 1890</p> <p>Doc 3—Education for Native American Indians proposed to give them mastery of English language, prepare them for work, instill patriotism, help them become American citizens Native American Indians encouraged to assimilate into white society by government (Carlisle School)</p>	<p>Native American Indians resettled west of Mississippi (Indian Removal Act, Cherokees, Trail of Tears) Native American Indians find resettlement hard (unfamiliar land, tribal conflicts, dependence on government) Government encouraged to decrease size of reservations with gold discoveries on Native American Indian land (Nez Perce) Native American Indians threatened by railroad construction (transporting troops, farmers, cattlemen, settlers, sheepherders, miners, disease, alcohol) Traditional lifestyle imperiled Clashes between tribes arises over scarce hunting grounds with extermination of buffalo herds Frustration over broken treaties leads to Native American Indian attacks on settlements and battles with United States troops Native American Indians encouraged to assimilate into white society by government (Sun Dance outlawed, end of Ghost Dance, Dawes Act) Native American Indian struggles continue with negative effects of 19th-century policies (poverty, unemployment, low educational achievement, infant mortality, health problems)</p>

Effects on Women

<i>Key Ideas from Documents 4-6</i>	<i>Relevant Outside Information</i> (This list is not all-inclusive.)
<p>Doc 4—Women faced challenges on frontier (inexperience, early death, death of children, inadequate medicine and sanitation) Women expected to do many different jobs (butcher, packer, baker, maker of family clothes)</p> <p>Doc 5—Widows and single women over twenty-one years old allowed to own and manage homesteads in Dakota Territory Penniless women were able to invest in land with wages earned as servants People in Dakota believed in Women’s Rights</p> <p>Doc 6—In 1910, Wyoming women had had suffrage for forty-one years on equal terms with men Fewer divorces took place in Wyoming Fewer married women worked outside the home in Wyoming Women teachers in Wyoming received equal pay for equal work Young girls were better protected in Wyoming than in other states</p>	<p>Women often viewed as equals in West Voting and property rights given to women in other states as a result of contributions in West Western states were first to grant unrestricted voting rights to women and laid groundwork for success of national suffrage movement (19th amendment) West provided opportunities for political leadership (Farmers’ Alliance, Populist Party, Mary E. Lease) Favorable legislation passed as a result of low population in some western states Women’s confidence inspired by overcoming difficult and isolating environmental conditions Women became active in community building (schools, churches) Business opportunities became available for women on mining frontier (boarding houses, stores, entertainment)</p>

Effects on Chinese Immigrants

<i>Key Ideas from Documents 7-9</i>	<i>Relevant Outside Information</i> (This list is not all-inclusive.)
<p>Doc 7—Number of Chinese living in California increased (arrival of more than 20,000 in 1852, by 1860 total 34,933) California placer mining gradually controlled by Chinese Most of claims in original strike region possessed by Chinese Chinese became single largest national group of miners in California Chinese experienced economic mobility and self-improvement on western mining frontier Chinese possessed little starting capital, had staked no initial claims, faced legal discrimination, and encountered racial violence West provided opportunity for Chinese to take advantage of their mining experiences, cooperative culture, healthy lifestyle, skill at aquatic management, and environmental adaptability Several Chinese companies in Montana listed among territory’s most profitable in 1870; Chang-Ling Company cleared \$13,000 in gold in six months; Chinese miners took \$500,000 in gold in 1871 from Tuscarora region in Nevada; between 1855 and 1870, responsible for sending more than ten percent of gold and silver exports through port of San Francisco to China</p> <p>Doc 8—Railroad building provided jobs for Chinese laborers High prices at laundries encouraged Chinese to open their own laundries in San Francisco with lower prices Chinese laundrymen faced isolated existence, inability to communicate with Americans, long hours of work, desire to return to China Chinese participated in development of California’s transition from wheat to fruit Chinese able to use their agricultural experience and knowledge in planting, cultivating, harvesting orchard and garden crops Chinese contributions expanded beyond California (Bing cherry bred by Ah Bing in Oregon; Lue Gim Gong developed frost-resistant oranges in Florida)</p> <p>Doc 9—Workingmen’s Party opposed to additional Chinese immigration in the late 1870s San Francisco, industrial capital of Pacific Coast, became mecca for Chinese, who had worked in mines and on major construction projects Struggling labor movement in San Francisco considers Chinese competition dangerous because of unemployment and threats to traditionally high level of western wages</p>	<p>Details about Workingmen’s Party Impact of gold rush on migration Mining camp work was available to Chinese immigrants (cooking, laundries) Chinese working on transcontinental railroad subjected to harsh working conditions, low wages Ethnic communities established in several cities (Chinatowns) Anti-Chinese sentiment worsened by economic depression Conflicts between Chinese in California and other ethnic groups arise as result of racial and ethnic differences Discriminatory legislation passed as result of nativism, intolerance, and racism (local laws, state laws, Chinese Exclusion Act)</p>

As the West continued to expand and develop, both women and Native American Indians experienced political, economic, and social changes. After moving West, alone or with their families, women gained more respect as a result of their hard work. By living and working in the newly developed land, women were also able to receive property and voting rights. However, Native American Indians were forced to undergo a different sort of change as they were robbed of a good portion of their property and given no legal rights. As well as losing material goods, these native peoples were encouraged to abandon parts of their culture and to begin this process by allowing their children to receive English education at boarding schools. The development of the West altered the lives of women and Native American Indians.

Since the earliest British settlements in America, the life of a woman living on the frontier was difficult, lonely, and dismal. Their role was to take care of their families and “embrace the whole range of domestic manufactures” (Doc 4). Her husband worked hard to be a successful and independent farmer but he could have never attained that status without the efforts of what in some cases might have been “two, three, or four wives” (Doc 4). Exhaustion, sickness, or death was often the result of her heroic efforts. The development of the Far West led to women gaining more power and status in politics, economics, and society. As they moved further into the west, women advanced politically. Their importance in helping build communities west of the Mississippi was finally being recognized. After the Civil War, James Foster advertised the Dakota Territory’s support for women’s rights to get more women interested in moving there even without families.

Since there was a scarcity of people living in some regions of the West, it was important to the territorial governments to lure settlers.

Unmarried women were often given land-owning rights by state governments (Doc 5). As well as property rights, states such as Wyoming allowed women voting rights (Doc 6).

These democratic achievements not only affected women in the West but led to states throughout the country expanding women's property and voting rights. Increased political participation of women in the West also helped inspire more women to become involved in the suffrage movement. Their actions would help set the stage for women's suffrage to go nationwide in the 19th amendment. These western political advances were accompanied by increased economic status for women as well. In Western states and territories many women were allowed to purchase their own land and make their own profits which gave women more independence. (Doc 5). As well as making money from their own land, women teachers in Wyoming were often given wages equal to the amount men were paid. (Doc 6). These economic and political advances seem to positively effect women socially. A 1910 suffrage circular states that in Wyoming where women could vote, divorce rates decreased. Wyoming held the lowest divorce rate across the country. (Doc 6). Younger girls were also given a greater amount of protection in Wyoming where women could elect people to office who would protect them and their interests. (Doc 6). Wyoming seemed to be a good example of how giving women more rights improved life for many other people. As a result of the development occurring in the West, opportunities for women to advance in politics, economics, and society expanded eastward.

On the other hand, Native American Indians experienced political, economic, and societal setbacks as the west was further developed. As a result of the continued expansion of the white men, Native Americans were at a political loss. They were essentially robbed of their property by whites and the government and given no legal recourse and that pattern continued as the west was settled. (Doc 1b). This, of course, was not new as it had happened throughout the history of Native American Indian experience with whites. Treaties would be signed but not honored and ancestral lands were taken because of their value (Doc 2a). Even when the Supreme Court ruled in favor of the Cherokees in *Worcester v. Georgia*, Andrew Jackson ignored Cherokee rights and caused the Trail of Tears. In the 1880s, the Supreme Court ruled that Native American Indians could not become citizens. On reservations, Native American Indians often had no say over their lives and had few representatives in Congress who would protect their interests. The Natives were exploited by the government as the United States purchased land belonging to the Indians for far less than the land was worth. Their political and legal problems led the Native American Indians to experience harsh economic losses as settlers and miners surrounded them.

The American men who were expanding into the West robbed cattle, horses, and other livestock from the peaceful Nez Perce who had helped Lewis and Clark (Doc 1). Miners found gold near their tribal lands in Oregon. Although Chief Joseph said he tried to avoid trouble, trouble came to him and other Native American Indians in the West standing in the way of white men. Treaties moved them to reservations where they would supposedly be taken care of by the government. However

government agents cheated them and economically they often could not support themselves. As the business of supplying parts of bison expanded into the East, the Native Americans lost a major source of their subsistence economy. White businessmen were eager to kill the bison and transport and sell goods made from their hides to Easterners (Doc 1a). Ranchers' barbed wire and cattle overgrazing also had an impact on the economic well-being of Native American Indians. The Native American Indians would also lose more land to the government after the Dawes Act was passed. With this legislation they would lose more of their cultural and tribal identity when they traded their tribal land for 160-acre independantly owned farms (Doc 2). Social problems were added to the economic and political problems of Native Americans. In an effort to end military conflicts between the government and Native Americans, such as Little Big Horn and Wounded Knee, the Commissioner of Indian Affairs recommended plans to try to assimilate Native Americans. (Doc 3a). The government considered "a suitable" white education to be the solution to the cultural conflicts and clashes. (Doc 3a). It was thought that Native American Indians should abandon many aspects and traditions of their culture. Their children were sent to English language schools far away from the reservations and their families to learn about "civilized" society. (Doc 3) Missionaries would teach them about Christianity to end their "superstitions and fanatical" religious ways (Doc 3). As a result of Americans expanding into the West, the Native American Indians experienced political and economic oppression and for some cultural genocide.

Women and Native American Indians went through political,

Anchor Paper – Document-Based Essay—Level 5 – A

economic, and social changes. Women were given a new image in the west. They received voting and property rights as well as gaining a better status in society. The Native Americans were robbed of livestock, property and other materials as well as being forced to end the practice of many cultural traditions and learn the ways of American society. The development and expansion of the west brought new political, economic, and social experiences for women and Native American Indians.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for women and Native American Indians
- Is more analytical than descriptive (*women*: exhaustion, sickness, or death often result of heroic efforts; Dakota Territory advertised support for women's rights to get more women interested in moving there even without families; because of scarcity of people, important to territorial governments to lure settlers; allowing women to purchase land and make profits gave women more independence; as result of developments occurring in West, opportunities to advance in politics, economics, and society expanded eastward; *Native American Indians*: encouraged to abandon parts of culture and begin allowing children to receive English education at boarding schools far away; robbed of property by whites and government and given no legal recourse; Native Americans lost major source of subsistence economy; white businessmen eager to kill bison and sell goods made from hides to Easterners; to end military conflicts Commissioner recommended plans to assimilate Native Americans)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (*women*: since earliest British settlements in America, life of women living on frontier was difficult, lonely, and dismal; democratic achievements in Wyoming led to states throughout country expanding women's property and voting rights; increased political participation of women in West helped inspire more women to become involved in suffrage movement; Wyoming women could elect people to office who would protect them and their interests; *Native American Indians*: treaties would be signed but not honored; Supreme Court ruled in favor of the Cherokees in *Worcester v. Georgia*; Andrew Jackson ignored Cherokee rights and caused the Trail of Tears; few representatives in Congress who would protect their interests; treaties moved them to reservations where they would be taken care of by government; in Dawes Act, lost more of cultural and tribal identity when they traded tribal land for 160-acre independently owned farms; for some a cultural genocide)
- Richly supports the theme with many relevant facts, examples, and details (*women*: role to take care of family; unmarried women given landowning rights; 19th amendment; Wyoming allowed women property and voting rights; teachers given wages equal to men; *Native American Indians*: gold found near tribal lands in Oregon; United States purchased land for less than worth; Nez Perce; Chief Joseph; Little Big Horn; Wounded Knee)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discuss how the development of the West altered the lives of women and Native Americans

Conclusion: Overall, the response fits the criteria for Level 5. Historical details effectively support a critical appraisal of document information. An analytical discussion of effects of westward development on women and Native American Indians integrates good political and legal understandings.

Westward expansion in United States history was a challenging experience for those moving there and for those already living there. While there were freedoms and opportunities for some, westward expansion came at a high price for others. Even those who saw new opportunity and achieved some economic success, such as the Chinese immigrants. Others faced hard times in the West, specifically Native American Indians, faced great dilemmas brought on by expansion and the “White men’s” Manifest Destiny. While the “White men” pushed West, Native Americans and non-white immigrants struggled.

Beginning with the early colonists in Virginia and Massachusetts, Native American Indians were displaced from their land as the frontier line of the 1600s moved inland. By the 1830s as settlers moved into Georgia and Alabama, President Jackson thought the Cherokees and other eastern tribes should be moved west of the Mississippi to make more room for settlers. After the Indian Removal Act was passed, those groups would follow a “Trail of Tears” to Indian territory in Oklahoma. Supposedly they would be safe there from the movement of “White men”. As it turned out they were only safe until “boomers,” squatters, and miners pushed the frontier further west in the mid 1880s (Document 2a). Native American Indians were perhaps hit the hardest by westward expansion. Forced to give up their land, after gold was discovered on their reservation, Chief Joseph and the Nez Perce tried to escape to Canada but were unsuccessful. Sent to environmentally unfriendly Kansas, they did not thrive. The Native Americans floundered in fear and anger and as Chief Joseph said as “White men” pushed them from their lands, and kept them from

fighting back (Document 1). Not only were Native Americans held back economically by the destruction of buffalo and the loss of land but also by the United States legal system, which declared that the Native Americans were not citizens. Legally and politically the Indians had no power. Most of their resistance ended with the Battle at Wounded Knee.

Socially the Native Americans suffered perhaps their greatest defeat with the American prospect of “forced” Native American assimilation. However later in the 19th century, more people pushed the idea of a “suitable” education to promote patriotism and end Native American conflicts with the government. Those conflicts were costly and violent and could possibly be avoided if Native Americans spoke English and learned “civilized” ways in schools such as Carlisle in Pennsylvania (Document 3). As addressed by the Dawes Severalty Act, Native Americans could also be assimilated through the private ownership of land, a concept that was against traditional Native American tribal ownership. Not only were Native Americans forced from their lands but they were forced into an American way of life which was alien to them (Document 3). This had major long term negative consequences for Native Americans who didn’t seem to fit in comfortably anywhere.

Also suffering great losses during the period of westward expansion were the Chinese immigrants on the Pacific Coast. Stories about the Gold Rush in California pushed Chinese men to take a risk and settle in California. Many Chinese began to work in the mining industry during the period of westward expansion. This industry was vital to the expansion of Chinese immigration because many finally

saw opportunities for economic mobility. Some Chinese actually became mine owners despite not having much money to start with and while facing discrimination and danger. (Document 7). The mining industry was hazardous. Chinese immigrants would often carry explosives and faced extremely dangerous conditions while in the mines. Chinese immigrants, attempting to make better lives for themselves, entered new industries when mining became less profitable. They thrived in the laundry business by lowering their prices and in agriculture by using their knowledge of plant cultivation, brought with them from China (Document 8). The Chinese willingness to work for lower wages and not join labor unions was welcomed by business owners but was seen as a threat to white workers and other immigrants groups. Competition with the hard working Chinese was almost impossible for those who needed the work in a time of great unemployment (Document 9). Facing enormous discrimination in San Francisco and throughout California, the Chinese sometimes struggled economically and often were socially segregated in the West. The development of Chinatowns in different western cities allowed the Chinese to feel more secure from the mob violence, prejudice, and racism they often experienced.

Due to the severe nativism surrounding Chinese immigration and to appease many people throughout the country, the Congress passed the Chinese Exclusion Act banning immigration from China for 10 years. This was a result of the social discontent and the weak economy of the time period. Further restrictions called for a halting of Chinese immigration for an additional 10 years in order to continue to appease the Americans who believed the Chinese hurt whites who were

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

in search of jobs and better lives. Although some thought Native Americans could be assimilated, the Chinese did not have many advocates and some believed they could not be assimilated.

Westward expansion caused immense pain and suffering for specific groups of individuals. The Chinese and Native American Indians were two groups that were affected by westward expansion. Westward expansion and development had negative effects on the Native Americans who had lived in the West previous to white settlement and on the Chinese, who like the other new settlers in the West were looking for economic relief.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for Native American Indians and Chinese immigrants
- Is more analytical than descriptive (*Native American Indians*: were supposedly safe in Oklahoma but only safe until “boomers,” squatters, and miners pushed frontier further west; white men pushed them from lands and kept them from fighting back; United States legal system declared Native Americans were not citizens; legally and politically had no power; some people pushed “suitable” education to promote patriotism and end costly and violent conflicts; long-term consequences because they did not seem to fit in comfortably anywhere; *Chinese immigrants*: became mine owners despite not having much money; entered new industries when mining became less profitable; thrived in laundry business by lowering prices and in agriculture by using their knowledge of plant cultivation; competition with hardworking Chinese almost impossible for those who needed to work in a time of great unemployment; Chinese sometimes struggled economically and were socially segregated in West)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates substantial relevant outside information (*Native American Indians*: as settlers moved into Georgia and Alabama, President Jackson thought Cherokees and other eastern tribes should be moved west of Mississippi; after Indian Removal Act passed, Cherokees and others followed Trail of Tears to Indian territory; after gold discovered on reservation, Chief Joseph and Nez Perce tried to escape to Canada; could be assimilated through private ownership of land, a concept against traditional tribal ownership; *Chinese immigrants*: mining industry hazardous as they would often carry explosives; willingness to work for lower wages and not join labor unions welcomed by business owners seen as threat to white workers and other immigrants; faced enormous discrimination; development of Chinatowns in western cities allowed them to feel more secure; Congress passed Chinese Exclusion Act banning immigration from China; further restrictions called for halt to Chinese immigration for additional ten years; some believed they could not be assimilated)
- Richly supports the theme with many relevant facts, examples, and details (*Native American Indians*: destruction of buffalo; Battle of Wounded Knee; Carlisle School in Pennsylvania; Dawes Severalty Act; *Chinese immigrants*: Pacific Coast; agricultural knowledge from China; San Francisco; California; mob violence, prejudice, and racism; nativism)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that state westward expansion had negative effects on Native American Indians and Chinese immigrants

Conclusion: Overall, the response fits the criteria for Level 5. A thoughtful discussion of the effects of the development on the West on Native American Indians and Chinese immigrants is supported by substantive relevant details. Thorough document interpretation provides a good connection to outside information and support for comparison as shown in the discussion of assimilation.

The development of the west during the 1800's and early 1900's had a significant impact on the Native American Indians and Chinese immigrants. These two groups of people suffered through various political, economic, and social changes.

Diverse groups of Native American Indians had lived in America long before the European explorers came. Tribes in the East fished, planted, and hunted on the fertile lands. The life of the Great Plains Indians eventually revolved around the buffalo. They used all parts of the buffalo for food, clothing, and tools. Generally no matter where they lived Native American Indians were always in the way of the population movement of white Americans westward and their culture was always endangered. A good example of this is the destruction of the buffalo. When the white settlers and railroads expanded into Great Plains, buffalo was hunted for sport and their hides were transported on railroads to eastern cities. Taking the buffalo away from the Native American Indians meant their way of life was gradually destroyed. Diseases and warfare would take their lives and independence. Men in the Northwest drove away a lot of the Native American Indians' cattle in the Wallowa valley and even branded some of the young cattle so they could claim ownership (Doc 1a and Doc 1b). These acts greatly reduced the Native American Indians' resources. They had almost no one interested in protecting their rights. They were treated as if they had no rights that had to be respected. The country was in a manifest destiny mood and whatever stood in the way of westward movement was cast aside. The United States government had begun to remove the Indians from their native lands earlier in the 19th century and relocated them to lands west of the Mississippi. No one thought white

Americans would want to settle in Indian Territory. (Doc 2b). The journeys of the Cherokees and others were long and harsh, and many Indians died, making the journey to be known as the Trail of Tears. Once the Indians arrived at their destination, it was apparent that the land was less fertile than the lush land that the white men had taken for themselves in the East (Doc 2a). But by the mid 1880s the government did further removals as they started a reservation system which would give the Native American Indians considerably less land than earlier treaties had guaranteed. In addition to losing their ancestral home and lands, the Native American Indians also had to abandon much of their culture and traditions.

The white Americans were generally ethnocentric and considered the Indians to be “aliens” who needed to be taught civilized ways. This had been pretty much the attitude of most whites since the colonial period. In order “to achieve honorable places for themselves,” they had to reject their native languages and learn English, learn new trades, and assimilate into American society (Doc 3a). Missionaries would teach them Christianity and teachers would help them learn vocations. In order to not be viewed as savages, the Indians had to westernize and abandon much of their culture. They could not wear their traditional clothing, but had to dress like the white man’s idea of respectable citizens at the Carlisle Indian School (Doc 3b). Before many white Americans could even recognize that the Native American Indians were people too, they had to first look and act like Americans. Many Native American Indians often rejected assimilation.

Seeing few economic opportunities in China, California looked good to many men who often came to the United States without their

families to find gold or adventure. Chinese immigrants faced many hardships in America. Although welcomed at first, many whites started to change their minds about the Chinese. In America, they encountered legal discrimination and racial violence. Despite harassment and abuse, the Chinese were competitive and did not give up on becoming economically successful. They became the largest single national group of miners and became a dominant group in that industry. (Doc 7). Their experience in mines as well as in agriculture helped them acquire jobs. When California was transformed from a wheat producer to a fruit producer, the Chinese immigrants' knowledge was a vital factor of the success. One of their areas of experience, aquatic management, was important for the development of irrigation projects which were vital to California agriculture (Doc 8b). The hard-working Chinese immigrants also found work in the railroads. Many geographical challenges had to be overcome in the building of the Transcontinental rail road and required a lot of workers. The Chinese stepped in and without them the rail road would have been difficult to complete. The Chinese were often given the most difficult tasks on that project. When dynamite had to be used, the Chinese were lowered down the edges of cliffs in order to set and detonate the explosives, which often resulted in injury or death. Another result of racial discrimination occurred when the Workingmen's Party organized and wanted the Chinese to leave California and go back to China. The unemployment rate in San Francisco was rising in the 1870s and the white people did not want to compete against the Chinese for the few available jobs (Doc 9). These nativistic white people had also been immigrants, but they blended

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

into American society better than the Chinese did. The Chinese became an easy target for their fears. These fears led to government laws that restricted their immigration.

The Native American Indians and Chinese immigrants were greatly impacted by the development of the West in the 19th and early 20th centuries. Both of these groups faced life-threatening violence and discrimination simply because they looked different and had different cultures.

Anchor Level 4-A

The response:

- Develops all aspects of the task but discusses the Native American Indians more thoroughly than the Chinese immigrants
- Is both descriptive and analytical (*Native American Indians*: taking buffalo away meant their way of life was gradually destroyed; treated as if they had no rights that had to be respected; lost ancestral home and lands and had to abandon much of their culture; to not be viewed as savages they had to westernize; at Carlisle Indian School had to dress like white man's idea of respectable citizens; often rejected assimilation; *Chinese immigrants*: welcomed at first; encountered legal discrimination and racial violence; did not give up becoming economically successful; when California was transforming from wheat to fruit producer, their knowledge was a vital factor; without them, transcontinental railroad difficult to complete; unemployment rate in San Francisco rising in 1870s and white people did not want to compete against them)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*Native American Indians*: life of Great Plains Indians revolved around buffalo; buffalo hunted for sport; disease and warfare took lives and independence; country in a Manifest Destiny mood; further removals gave less land than earlier treaties; missionaries would teach Christianity and would help them learn vocations; *Chinese immigrants*: few economic opportunities in China; many came to United States without their families; aquatic management important for development of irrigation projects vital to agriculture; geographical challenges in building transcontinental railroad required many workers; lowered down edges of cliffs to set and detonate explosives often resulting in injury or death; nativist people in California blended into American society better; fears led to government laws restricting their immigration)
- Supports the theme with relevant facts, examples, and details (*Native American Indians*: drove away cattle in Wallowa Valley; relocated west of Mississippi; reject native languages and learn English; learn new trades; *Chinese immigrants*: largest single national group of miners; experience in mines and agriculture; Workingmen's Party)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that is slightly beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. Relevant outside information and analytical statements support document interpretation and are employed to draw good conclusions for both groups. However, the discussion of the Chinese immigrants could be strengthened with additional supporting facts and details.

During the 1800s and 1900s, the development of the West had a major economic and social impact on Native Americans and Chinese immigrants. The effects it had on these groups were both positive and negative, but most were negative. These groups also made an impact on Western development.

Native American life was effected immensely by western development. In the whites' quest for prosperity on western lands, they took many Native American resources and often disregarded their culture. They drove off cattle around Winding Water in Oregon sometimes leaving the Indians without adequate resources to thrive, or on some reservations even to barely survive. (Document 1) Chief Joseph stated the motive of the whites might have been to purposely cause a war after which they could take more Native American possessions. Whites also killed enormous numbers of bison in areas where they roamed on the Great Plains. The Native Americans largely depended on the bison of which there were at one time millions. In the beginning of the 1800s hardly anyone could have imagined that so many bison would be killed. Sometimes the whites killed them just for sport which was totally not understood by Native Americans who used every part of the bison. As the whites continued to settle further and further west, more treaties were signed that sent more Native Americans to reservations. Native Americans and whites clashed more and more as Native American groups resented the way they were being treated. Bloody battles such as the Sand Creek Massacre and atrocities such as Wounded Knee resulted. (Document 2). To make room for more white settlers, the U.S government forced Indians onto smaller reservations that had few or no opportunities. The land used for these

reservations was often poor for farming, leading to economic circumstances that had a long term impact on Indian culture and life. For many years the United States did little to help Native Americans except make life more difficult for them while helping whites become more prosperous. One famous example of earlier disregard for Native Americans was the forced movement of Indians on the Trail of Tears to land west of the Mississippi where life would be very different. The Cherokee Indians were forced to travel a long, terrible journey on which thousands died to a place where they didn't want to be and would be no safer from the encroachment of whites. Many more Native Americans would face some of the same circumstances throughout the 19th century. Besides moving the Indians, the Americans also tried to assimilate them and make them a part of American society. They tried to make them industrial workers and impose their culture on them, such as wearing western clothes. (Document 3). The Commissioner of Indian Affairs in 1891 thought by becoming civilized they would also become patriotic. Although making "red Americans white" did not work all that well the Navaho during World War II demonstrated that being a Native American didn't mean you couldn't be patriotic.

"Gold fever" in California captured the interest of people from all over the world including the Chinese. The customs, clothing, and language of the Chinese were very different from people living in the United States. However they made the journey hopeful that they would succeed and might even become rich. Chinese immigrants were affected profoundly by western development. Many of them settled in California, where they mined successfully. Mining allowed them

social mobility and the opportunity for self-improvement. Some Chinese owned their own companies which were profitable. At the same time some were becoming successful, the Chinese encountered much racial discrimination, legal discrimination, and racial violence. (Document 7). Much of the violence was a result of the fact that the Chinese were a source of economic competition for the whites. For example, Chinese laundry businesses succeeded over those of the whites because of their lower prices. (Document 8).

The Chinese also made an impact on western society which in turn had further effects on them. They made contributions to agriculture with the experience and knowledge they gained from life in China and gained the respect of their overlords. They introduced whites to new techniques from farming and even new crops. This would mean more profits for white farmers and citrus growers in the United States. This could lead to better wages and a higher status for the Chinese.

(Document 8). Despite these contributions, however, the US government restricted Chinese immigration due to the complaints of the whites. The first time the government had ever put any restrictions on an entire race of immigrants was with the passage of the Chinese Exclusion Act. The main reason for such action was the economic competition the Chinese caused when jobs and wages were threatened by a slowing national economy. Irish immigrants who had faced their own discrimination were among the immigrant groups hostile to the Chinese but they were white and not Asian.

The development of the west had a large social and economic impact on Chinese immigrants and Native Americans. The impacts were both positive and negative but unfortunately most were negative. While

western development greatly affected them, they also had a great impact on western development. The interaction between white western settlers, Native Americans, and Chinese immigrants ultimately played a major role in the destiny of the Chinese, Indian, and American cultures and societies.

Anchor Level 4-B

The response:

- Develops all aspects of the task for Native American Indians and Chinese immigrants
- Is both descriptive and analytical (*Native American Indians*: white's quest for prosperity on western lands took many of their resources; Chief Joseph stated motive of whites might have been to cause a war to take more of Native American possessions; most could not have imagined so many bison would be killed; government forced them onto smaller reservations that had few or no opportunities; land on reservations usually poor for farming, leading to long-term impact on culture and life; for many years, United States made life more difficult for them while helping whites become more prosperous; tried to make them a part of American society by making them industrial workers; *Chinese immigrants*: customs, clothing, and language of Chinese very different from people living in United States; mining allowed social mobility and opportunity for self-improvement; encountered much racial discrimination, legal discrimination, and racial violence; much of violence result of economic competition; new techniques and crops meant more profits for white farmers and citrus growers that could lead to better wages and a higher status for Chinese; economic competition when jobs and wages threatened by slowing economy; Irish immigrants, who had faced own discrimination, hostile to Chinese, but they were white not Asian)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*Native American Indians*: whites killed enormous numbers of bison roaming on Great Plains; whites killed bison just for sport; treaties signed that sent Native Americans to reservations; Cherokees forced to travel to a place where they did not want to be and would not be safe from encroachment of whites; during World War II, Navaho demonstrated that being a Native American did not mean you could not be patriotic; *Chinese immigrants*: government restricted Chinese immigration due to complaints from whites; Chinese Exclusion Act was first time government had ever put any restrictions on an entire race of immigrants)
- Supports the theme with relevant facts, examples, and details (*Native American Indians*: Winding Water in Oregon; Sand Creek massacre; Wounded Knee; Trail of Tears; wearing western clothes; *Chinese immigrants*: gold fever; settled in California; laundry business; lower prices)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that state the development of the West had mostly negative effects on Native American Indians and Chinese immigrants

Conclusion: Overall, the response fits the criteria for Level 4. Good historical concepts are included in the discussion as demonstrated in the application of patriotism to Native American Indians and the irony of Irish hostility to the Chinese. Analytic statements are included but would have benefited from further explanation.

The development of the west was a catalyst for change for many groups in America. As railroads were built, new towns and new states flourished, leading to not only increased opportunities but to a growth of new ideas. One group that was affected by westward expansion was women; another was Chinese immigrants.

Women were affected politically and socially by western expansion. As women settled farther and farther away from Eastern cities and states, they also began to move away from the traditional “cult of domesticity” which enveloped women during that time period. The woman’s sphere remained the home as families moved west. Gender roles were still different. Inside the home women “fed their men, raised the children, and cooked the food” (Doc 4). Since everything was more complicated, living far away from supplies and doctors made their work more “heroic”. They took their family and home responsibilities seriously. Facing challenging conditions in the west meant they often had to help their husbands with outdoor physical labor. They were not “dainty creatures to be put on a pedestal”. The meaning of the “cult of domesticity” changed in part because of the demands of frontier living. Because of the importance of their contributions, women were seen in a more equal way. Outdated notions of a woman’s duty to stay out of politics and focus on home life were replaced by more modern ideas like the right to vote. States in the west were the first to give women the right to vote with Wyoming leading the way (Doc 6). Women gained additional freedoms like the right to buy and manage a farm (Doc 5). In the 19th century more women were choosing to remain single. This group found the west appealing because of the property rights they were guaranteed like owning a homestead. The

women's Rights movement was born at Seneca Falls but took root in places like the Dakota Territory. Eventually, the efforts of the suffragists would lead to ratification of the Nineteenth Amendment, which gave woman the national right to vote. Their success was largely due to the frontier experience. Socially, because women were so spread out from each other, they had to become self-reliant and independent, further dispelling the stereotype of a woman only defined by her work in the home. (Doc 4).

One other group that was significantly impacted by westward expansion was Chinese immigrants. Despite increased economic opportunities in the United States xenophobia and discrimination negatively impacted the Chinese. Many first came in the wake of the Gold Rush. Although they started slow, this "golden" opportunity allowed them to make use of their water management skills and dominate placer mining in California. Chinese immigrants were hired as cheap labor for the Transcontinental Railroad on the Central Pacific side. Also, the Chinese immigrants were able to provide strong competition when they entered the laundry business, lowering their prices so people would buy their services (Docs 7 and 8a). Chinese farmers also were able to make profits, combining their farming skills that they learned in China with fortitude and dedication (Doc 8b). Because of their productivity and diligence, however, discrimination and prejudice against them began to prevail, especially from unemployed white laborers (Doc 9). During this time period of growing unemployment in western cities, intolerance-fueled xenophobia affected American political thought and government policies, eventually leading to the Chinese Exclusion Acts which

forbade more Chinese workers from entering the United States. This made struggling labor unions happy but it was disappointing for the Chinese to be banned as a race from entering the United States. They were disappointed because their agricultural skills had been vital to California becoming a leader in growing fruit for the nation and other parts of the world. Gong's development of the frost-resistant orange revolutionized Florida's citrus industry which continues to be important today. Their contributions seem to far outweigh the threat perceived by some American workers.

Westward expansion not only fueled economic, social, and political growth, but also the prevalence of new ideas. Women were able to become independent in the rugged, underdeveloped western states. Chinese laborers were able to find work, and subsequently economic prosperity while fighting intolerance.

Anchor Level 4-C

The response:

- Develops all aspects of the task for women and Chinese immigrants
- Is both descriptive and analytical (*women*: living far away from supplies and doctors made work more heroic; took family and home responsibilities seriously; challenging conditions in West meant they had to help husbands with outdoor physical labor; seen in a more equal way; outdated notions of woman's duty to stay out of politics and focus on home life replaced by more modern ideas such as right to vote; states in West first to give women right to vote with Wyoming leading way; found West appealing because property rights were guaranteed; had to become self-reliant and independent, further dispelling stereotype of woman; *Chinese immigrants*: xenophobia and discrimination negatively impacted them; "golden" opportunity allowed them to make use of their water management skills and dominate placer mining in California; able to provide strong competition when they entered the laundry business by lowering prices; farmers were able to make profits by combining farming skills learned in China; discrimination and prejudice began to prevail especially from unemployed white laborers; agricultural skills vital to California becoming a leader in growing fruit; contributions seem to outweigh threat perceived by some American workers)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*women*: as they began to settle away from Eastern cities, they began to move away from traditional "cult of domesticity"; women's rights movement born at Seneca Falls but took root in places such as Dakota Territory; efforts of suffragists would lead to ratification of 19th amendment giving women national right to vote; *Chinese immigrants*: hired as cheap labor for transcontinental railroad on Central Pacific; American political thought and government policies led to Chinese Exclusion Act that forbade more Chinese workers from entering the United States and made struggling labor unions happy; Florida's citrus industry continues to be important today)
- Supports the theme with relevant facts, examples, and details (*women*: fed their men, raised children, and cooked food; right to buy and manage a farm; *Chinese immigrants*: Gold Rush; banned as a race; development of frost-resistant orange)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are slightly beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The discussion of the effects of westward development on women integrates relevant outside information with a few important historical changes, resulting in some good conclusions. Document information provides an effective segue for the discussion of the effects of development of the West on Chinese immigrants.

America was built with a spirit of adventure and a desire for democracy and expansion. Moving west and acquiring new lands has been an important part of American culture since we were a colony of England. Since the influence of the idea of Manifest Destiny or the God-given right of Americans to expand west became stronger in the 1840s, the movement west has been unstoppable. A common philosophy was that America's ability to grow and cover new land was the reason for its strong democracy and avoidance of rigorous class structure. For women the West meant hope for greater equality and independence while for the Native Americans it meant an end to their way of life.

Women in America worked hard to settle this country right along with men but they were not given the same rights as men. In the East many middle class women were seen as fragile, domestic creatures that were to be confined to the home. In the early 19th century a popular belief was the Cult of Domesticity which fostered the conformity of women to work in the home to raise their children as proper citizens and take care of their men. As Document 4 presents, settling the West required a lot from women. They had to be strong and self-sufficient. The West challenged women to expand past the demands of their former lives to brave the ruggedness of the West. By being separated from already settled areas, women were given more responsibilities in order to provide and care for the family. Because of the grinding unavoidable labor required, women proved themselves as heroes caring for their families in the great unknown of the West making them indispensable to its settlement just as they were in the first settlements in colonial America. Respect for their efforts was a

long time coming but in the later 1800s, circumstances began to change. Economically women had more independence in the West and in some territories they had the legal right to own property. Document 5 presents that women were allowed more rights in the West and were able to prosper on their own. One woman owned as much as 320 acres and paid for them with her wages saved from being a servant. Politically in the West because of women's work and success and for putting in just as much hard work as men, women were given suffrage on equal terms with men as shown in Document 6. Often women in the West had full suffrage for decades before women in the East. Also, women were given equal pay with men in the teaching profession in Wyoming proving the growing equality in some areas of the West. However, women still had a long way to go fighting for complete equality. The West did provide for important gains and became an important step in increasing political and economic equality for women.

On the other hand westward expansion meant hardships and pain for the Native Americans. From the beginning when the trains were built to encourage transport and development of the West, problems with Native Americans ensued. The buffalo would block and prevent the construction and travel of trains so the railroad companies found them to be a nuisance even as trains were cutting across territories belonging to Native Americans. Hides of the buffalo were shipped by train for sale in the East. This was horrifying to the Native Americans as the buffalo was their food source, clothing, and much more. As shown in Document 1, Americans killed a lot of buffalo and as they killed the buffalo, they killed the Native American way of life. As

recounted in Document 1, the settlers often took advantage of the Native Americans stealing their cattle and land while the Native Americans could not even bring the offenses to court. These unfair circumstances often led to a lot of violence as the settlers wanted more Native American land. The Native Americans did try to fight back. very bloody battles resulted from expansion and frustration. Especially devastating was the Battle at Wounded Knee in which an entire village of Sioux men, women, and children were slaughtered by the cavalry. (Document 2b) Document 2a describes how the settlers were greedy and wanted Native American land in Oklahoma in the mid 1880s because it was farmable. Congress supported their demands which wasn't new. Laws such as the Indian Removal Act, which displaced Native Americans from their lands east of the Mississippi meant they had to travel a Trail of Tears in the early 1800s. Document 3 defines how Native Americans were looked down upon and their ways considered uncivilized.

Laws such as the Dawes Act encouraged Native Americans to renounce their tribe for individual ownership of land. Almost everything that was the Native American history was encouraged to be left behind for assimilation into American culture. In a famous book called A Century of Dishonor, Jackson describes how the United States had abused and mistreated the Native Americans in the 1800s. Socially the white Americans pushed the Native Americans to become more like them, politically, they gave them few rights, and economically, they took their resources and ability to prosper.

Expansion to the west was both a blessing and a curse. For some it brought new hope and freedom. For others it was the end of freedom.

Anchor Paper – Document-Based Essay—Level 3 – A

Either way the expansion west contributed greatly to American history.

Anchor Level 3-A

The response:

- Develops all aspects of the task with some depth for women and Native American Indians
- Is more descriptive than analytical (*women*: challenged to expand past demands of former lives to brave the ruggedness of West; proved to be heroes caring for their families; economically, had more independence in West; in some territories, had legal right to own property; politically, given suffrage on equal terms with men in West; *Native American Indians*: westward movement meant end to having control over lives; meant hardships; hides of buffalo to be shipped by train for sale in East; as buffalo were killed, way of life was killed; could not bring offenses of settlers to court; settlers wanted land in Oklahoma because it was farmable; ways considered uncivilized; almost everything that was their history was encouraged to be left behind for assimilation into American culture)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates some relevant outside information (*women*: cult of domesticity fostered conformity of women to work in home to raise children and take care of men; indispensable to settlement of West just as in colonial times; in West had full suffrage for decades before women in East; *Native American Indians*: buffalo would block and prevent construction and travel of trains; in Battle of Wounded Knee, entire village of Sioux slaughtered by cavalry; Dawes Act encouraged them to renounce tribe for individual ownership of land; in *Century of Dishonor*, Jackson describes how United States abused and mistreated Native Americans)
- Includes some relevant facts, examples, and details (*women*: grinding unavoidable labor; given equal pay in teaching profession in Wyoming; *Native American Indians*: buffalo main food source; settlers stealing cattle and land; bloody battles; Indian Removal Act)
- Demonstrates a satisfactory plan of organization; includes an introduction that is beyond a restatement of the theme and a conclusion that is slightly beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Important concepts about the westward movement are referred to in the introduction but are only partially developed in the response. The methodical presentation of documents is supported by some good outside information.

Manifest Destiny, the idea that America had the god-given right to expand to the Pacific Ocean, led to the development of an underpopulated and underused part of the nation. Through expansion, the western part of the United States was established. The West brought about a different way of life for the people that settled there. The government encouraged settlement of this new frontier, and it eventually became filled with many different peoples. The development of the west had many political, economic, and social effects on groups like the Native American Indians who already lived there and white women who had moved into the West with their families.

Throughout the history of America, the Native American Indians have undergone struggles, mostly from their contact with white Americans. Andrew Jackson's Indian Removal Act led to the subsequent Trail of Tears and much pain for Cherokees and other Indians, who were forcibly removed from their homes. They were sent to Indian territory west of the Mississippi to make room for settlements and to move them off land that had valuable resources. In the West, Native Americans faced many problems. They had to put up with trespassing settlers who wanted the land that was supposed to be theirs forever (Doc 2a). In California during the Gold Rush of 1849, whites either enslaved or killed Native Americans. Whites took cattle in Oregon, and diseases ravaged Native American villages throughout the West. (Doc 1a § 1b). Removal, reservations, and treaty violations angered Native Americans and led to wars between Americans and Native American Indians. The American military fought wars with the Indians in order to defeat them so they wouldn't cause any more trouble. (Doc 2a § 2b). Wars like some of the Sioux wars and General

Custer's last stand at Little Big Horn showed that Native Americans could win some battles. Not only were they attacked and stripped of close to everything they owned, they were also stripped of their culture and heritage (Doc 3a & 3b). The Dawes Act of 1879 tried to force Indians to assimilate into American society and leave behind their old lives. Native American persecution and mistreatment was a long struggle for them in the development of the west and the movement of the frontier. Some Americans felt guilty about the treatment of the Indians following the publishing of Helen Hunt Jackson's "A Century of Dishonor". Later Franklin Delano Roosevelt's Indian Reorganization Act of 1934 attempted to give back what Americans had taken from the Indians—their culture.

Women also experienced several lasting effects from the development of the western United States. In the west, women played a prominent role in society. They were very important for families while they were building a new life in unfamiliar and dangerous territory. It was a big responsibility to stay healthy and hopeful while doing all of the home chores and having and caring for children while the husband/father went outside to work growing crops and raising livestock (Doc. 4). Heroic women took care of the home and the children and often helped their husbands outside which was a main factor in the success of the settlement of the frontier. Also in the Dakota Territory and many areas of the west, women were allowed to own land when it was made available in legislation like the Homestead Act (Doc. 5). The Homestead Act was an attempt to settle the west by offering land in exchange for work on the land. The respect for what women did on the frontier was evident with the passage of women's suffrage

legislation in Wyoming, which gave women the right to vote (Doc 6). This eventually led to other western states giving women the right to vote and to the passage of the 19th Amendment in which women were given suffrage, or the right to vote, nationwide. The development of the frontier had positive effects on women in the west and eventually the nation. Many of the effects the west had on women continue to influence their lives and the nation.

The development of the west had several effects on many different groups. Native Americans faced many hardships while women gained rights. The social, political, and economic developments of the west offered promise to some and pain to others. The frontier played an important role in U.S history as Frederick Jackson Turner pointed out the frontier was key in shaping the lives of many groups of people and the nation as a whole.

Anchor Level 3-B

The response:

- Develops all aspects of the task with some depth for Native American Indians and with little depth for women
- Is more descriptive than analytical (*Native American Indians*: had to put up with trespassing settlers who wanted land supposed to be theirs forever; not only attacked and stripped of close to everything owned but also stripped of culture and heritage; persecution and mistreatment a long struggle; *women*: were building a new life in unfamiliar and dangerous territory; took care of home and children and often helped husbands outside; respect for what women did evident with passage of women's suffrage in Wyoming; many effects West had on women continue to influence their lives and the nation)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates some relevant outside information (Manifest Destiny idea led to the development of an underpopulated and underused part of nation; Frederick Jackson Turner pointed out the West was key in shaping lives of many groups of people and the nation as a whole; *Native American Indians*: during Gold Rush, whites either enslaved or killed Native Americans; diseases ravaged villages throughout West; some of Sioux wars and General Custer's last stand at Little Big Horn showed they could win some battles; Dawes Act tried to force Native Americans to assimilate into American society and leave behind their old lives; Franklin D. Roosevelt's Indian Reorganization Act attempted to give back what Americans had taken from them, their culture; *women*: Homestead Act attempted to settle West by offering land in exchange for work on land; led to other western states giving women right to vote and to passage of 19th amendment in which women were given right to vote nationwide)
- Includes some relevant facts, examples, and details (*Native American Indians*: western part of United States established through expansion; whites took their cattle in Oregon; Jackson's *A Century of Dishonor*; *women*: allowed to own land in Dakota Territory); includes a minor inaccuracy (*Native American Indians*: Dawes Act of 1879)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are well beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Some good relevant outside information is included in the discussion of the effects of the development of the West on Native American Indians. The treatment of women is weaker, more document-driven, and lacks supporting facts and details.

The United States of America was founded on ideals of democracy and freedom. Throughout the nation's history, there has been a notable trend towards increased freedom for various groups. This idea of increased democracy is especially noticeable in the stories of the various groups involved in the western settlement of the continental United States.

One group which gained democratic rights during this period was women. For many women, frontier life was very hard. They were cut off from old friends and families on their homesteads, which initially were few and far between. They lacked proper medicine and sanitation, such as it was at the time. Women had to work just as hard as their husbands to ensure the survival of their families. This rough life took its toll, and the wives and mothers who didn't succumb to sickness and malnutrition grew hardy and strong, as they faced one challenge after another, raising their children to be survivors in the harsh world they inhabited. This increase in the strength of women and their work building communities in desolate areas of the West caused an increase in their independence and status as well (Doc. #4). For example, by 1870 women in the Dakota Territory were recognized as fit to own and manage their own land and the Dakota Territory's Commissioner of Immigration seemed to be proud of their support for women's rights as they became landowners and took advantage of other business opportunities. They became interested in political issues. They wanted their voices heard and eventually women received the right to vote in Wyoming. Through their dedication and willpower, frontier women were considered almost equal to frontier men even before the dawn of the twentieth century (Doc. #5). But in the East,

women's rights groups were still fighting for voting rights when World War I started.

A second group affected by the development of the west was the Chinese immigrant population in California. This group became prominent in California after the Gold Rush. At this time, many Chinese migrated to the west coast and were affected by different businesses developing, particularly in California. The Chinese came to America searching for opportunities because they had so few in China. They found many different areas in which they could succeed and excel. Many Chinese and Chinese companies profited greatly from the mining business, which was flourishing in the latter half of the nineteenth century. They also benefited from the experience, growing more competitive and capable in business matters (Doc. #7). The Chinese were hired by business owners because they were good workers who were reliable and didn't join labor unions. This, however, brought the Chinese immigrants into conflict with the other inhabitants of California. Chinese competition for jobs was making it difficult for other groups, including other immigrants to find employment, especially because the Chinese were willing to work harder for less pay. This conflict unhappily coincided with the birth of the labor movement that had higher wages as an economic goal and a period of economic panic, which increased the tensions of the conflict in California. The white workers eventually formed the Workingmen's Party, with the goal of sending them back to China. The anger over Chinese workers eventually resulted in the passing of the Chinese Exclusion Act. As the west developed and more white immigrants moved there, the Chinese and their attitudes about work were considered threatening.

America has been hailed as the “land of opportunity.” This phrase, however, can be somewhat misleading. During its period of western expansion, America did indeed offer greater opportunity to various groups. These opportunities, however, did not always have a happy outcome. “Opportunity” is an ambiguous word; its positive effects can sometimes be cancelled out by negative results.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth for women and Chinese immigrants
- Is more descriptive than analytical (*women*: had to work as hard as husbands to ensure survival of families; those who did not succumb to sickness and malnutrition grew hardy and strong; increase in strength and work building communities in desolate areas caused an increase in independence and status; Dakota Territory recognized women as fit to own and manage own land; frontier women were considered almost equal to frontier men before dawn of 20th century; *Chinese immigrants*: many Chinese companies profited from mining business; benefited from experience, growing more competitive and capable in business matters; willing to work harder for less pay; conflict coincided with birth of labor movement that had higher wages as economic goal; economic panic increased tensions in California; white workers formed Workingmen’s Party with goal of sending them back to China)
- Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates some relevant outside information (*women*: cut off from old friends and families on homesteads; interested in political issues; in the East, women’s rights groups still fighting for voting rights when World War I started; *Chinese immigrants*: prominent in California after Gold Rush; anger over Chinese workers resulted in passage of Chinese Exclusion Act)
- Includes some relevant facts, examples, and details (*women*: right to vote in Wyoming; active in local and state politics; *Chinese immigrants*: migrated to West Coast; few opportunities in China; good workers who did not join labor unions)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The treatment of the political effects of the development of the West on women and economic effects on Chinese immigrants includes some good relevant information. Both discussions would have been strengthened with additional facts and details.

The belief of many Americans in Manifest Destiny, or that it was destined for America to expand west, led to the movement of people from cities to places like the Great Plains. This migration of people would not only effect those moving, but those who already lived in the west as well. The development of the west that occurred in the nineteenth and twentieth centuries, due to the movement of people, would have a profound effect politically, economically, and socially on many groups, including the women who now lived in the west and the Native American Indians who lived there before the new settlers came.

The women of the west, because of the demands of living on such land, were eventually changed from a “young, raw, ... [and] inexperienced” housewife to a “heroic character.” This change was due to the effects of the life they led living in the newly developed west. These women, while their husbands worked on farms, were required to feed their families and put food away for the winter; this involved being the “butcher, packer, and baker” all at once. In addition to these duties, the women also had to make the clothes for her family, may they have been out of skins or created by knitting. The poor sanitation and low availability of medicine in their new home would also create problems for the women in trying to keep their families healthy. This issue many times resulted in the death of the children. (Doc 4) Despite the challenges faced by these women, they were able to grow from their experiences and could even own their own homestead, if they were widowed or still single at the age of twenty-one (Doc 5). Women were not the only group effected by the development of the west, though. Native American Indians lives were also greatly changed.

The development of the west changed the way of life for the Native

American Indians. One new introduction to the West was the railroad. Tracks for the trains were being laid down very quickly and the men who worked on them had no respect for the buffalo population, which was important to the Native American Indians who hunted them for food. The decline of the buffalo population was only one way in which Native American Indians were effected by the rapidly developing West. The whites working in the gold mines also stole horses and drove off or stole the cattle from the Native American Indians as well (Doc 1). The Indians were also losing land to the whites as they took over the land of the West. They were placed by the whites onto reservations, stripped of their culture and instead taught English and made into Americans who were trained in different industries (Doc 3). The combination of the loss of many of their food sources and their forced placement on reservations caused tensions to rise between the Native American Indians and whites. These tensions led to many battles including those at Little Big Horn and Wounded Knee (Doc 2).

The effects of the development of the West on both women and the Native American Indians are unignorable. Although in some instances, like women being able to own their own homestead, the effects were positive, a lot of the time, as with the Native American Indians, they were not. Nevertheless, they are all effects that occurred because of the movement, into and development of the West.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task for women and Native American Indians
- Is primarily descriptive (*women*: while husbands worked on farms, women were required to feed families and put food away for winter; many times conditions resulted in death of children; despite challenges they faced, women able to grow from experiences; could even own homestead if widowed or single at age of twenty-one; *Native American Indians*: whites working in gold mines stole horses and cattle from them; combination of loss of many food sources and forced placement on reservations caused tensions to rise between them and whites)
- Incorporates limited relevant information from documents 1, 2, 3, 4, and 5
- Presents little relevant outside information (belief of many Americans in Manifest Destiny; led to movement of people from cities to Great Plains; *Native American Indians*: men who worked on railroads had no respect for buffalo population)
- Includes few relevant facts, examples, and details (*women*: poor sanitation and low availability of medicine; had to make clothes for family; *Native American Indians*: placed on reservations; stripped of culture, taught English, trained in different industries; Little Big Horn; Wounded Knee)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. Relevant document information generally frames the response, especially in the discussion of the effect of the development of the West on women. A lack of supporting facts and details weakens the effort.

Through out the history of the Wester United States it has been a place of change and adaptation. During its settlement people flocked their to find both jobs and rights. Chinese immigrants found work in the American West. Women on the other hand found the right to vote and be independent from a male figure.

The Chinese flocked in huge numbers to the Californian shore. According to Liping Zhu in "No Need to Rush: The Chinese, Placer Mining, and the Western Environment" twenty thousand Chinese arrived in 1852. Despite the disadvantages they had, they were able to adapt to mining in America. Mining was not the only form of employment the Chinese held in the west. They began to open laundry bussinesses which charged far cheaper than their competitors. David Lindsey explains this in "Cathy Comes to El Dorado". Possibly the most well known work the Chinese found in the west was on the Transcontinental Railroad. Their cheap labor provided the push necesary to finish the railroad. The economic effects on the Chinese were mainly positive in the fact that they were able to find work and even start business. Just as the economic changes to the Chinese were positive as were the social effects on women in the west.

Women were affected socially in a strong way in the American West. According to a circular in the Lexington Herald, May 19, 1910 women enjoyed the right to vote for forty one years. It would still be another nine years before national suffrage would be granted to women in the Nineteenth Amendment. The suffrage women had in Wyoming was believed to have led to major positive results in the state such as lower divorce rate, less illiteracy, and equal pay for equal work. It is also stated by James S. Foster, Commissioner of the Dakota

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

Territory that women were able to work and then invest in the ownership of land. This sense of independence would be an eventual starting point for movements for suffrage of all women.

The Chinese and women were just two of the groups that were affected in the development of the American West. The effects of social and economic opportunity on these two groups led to their increased involvement in American history. While the effects on other groups may be negative, these groups benefitted. The West's development provided the opportunity both groups did not receive in China or the rest of the United States.

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

- Minimally develops all aspects of the task for Chinese immigrants and women
- Is primarily descriptive (*Chinese immigrants*: flocked in huge numbers to California; able to adapt to mining in America; mining not only form of employment held by Chinese in West; opened laundry businesses which charged far cheaper prices than competitors; economic effects mainly positive because able to find work and start businesses; *women*: major positive results in Wyoming such as lower divorce rates, less illiteracy, and equal pay for equal work; women able to work and invest in ownership of land in Dakota Territory); includes weak application (*women*: enjoyed the right to vote for forty-one years)
- Incorporates limited relevant information from documents 5, 6, 7, and 8
- Presents little relevant outside information (*Chinese immigrants*: cheap labor provided push necessary to finish transcontinental railroad; *women*: national suffrage granted to women in 19th amendment; sense of independence would be starting point for movements for suffrage for all women)
- Includes few relevant facts, examples, and details (*Chinese immigrants*: 20,000 arrived in 1852; *women*: right to vote in West)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. Methodically presented document information and limited relevant outside information address all aspects of the task. The discussion includes a few good conclusions that would have been strengthened by additional facts and details.

In the 19th and early 20th century the westward movement had various effects on certain groups. These groups were Native American Indians, women, and Chinese immigrants. Of the groups women and Chinese immigrant had the most various of experiences.

In the early 1800's populization of the west began to increase, in this time women were put to a series of ineffable hardships. As captured by document 4, young wives of frontiersmen often died before their husbands. The reason for this is partially due to the fact that much stress was put on them, they had to make food, keep the house in order and care for children who frequently died from inadequate medical care and a poor environment. Though these aspects remain true women also thrived in the westward movement, and achieved some independence from men. In document 6, we learn that women have much freedom in Wyoming, due to their right to vote and the equal treatment standards of life for everyone are much higher. The rates of divorce are lower, child literacy is higher, and women are free to have jobs in careers they wish to pursue.

Similarly Chinese immigrants have a multitude of different effects from westernization. Document 7 shows us the opportunities had by the Chinese, they were clever businessmen and gained much wealth from mining, though even then they faced racial tension. Untold by the documents many Chinese immigrants also helped lay the railroad. This was not a glorious thing though, they were treated like animals and were paid little. They were tasked to use explosives in clearing mountain paths, with no protection many were killed. In Document 9, the racial discrimination is shown again. White Americans wanted the Chinese gone, and were angry with them. These aspects show the

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

tumultuousness of effects of Chinese immigrants. Some prospered, but all were discriminated against.

In conclusion westernization had many adverse effects on many groups. Some groups did benefit but in the end they suffered as well. Westernization wasn't an easy thing but in the end it helped make major strides for most groups involved.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task for women and Chinese immigrants
- Is primarily descriptive (*women*: in early 1800s, population of West began to increase as women were put to series of innumerable hardships; wives of frontiersmen often died before husbands; children frequently died from inadequate medical care and a poor environment; achieved some independence from men; much freedom in Wyoming due to right to vote; *Chinese immigrants*: clever businessmen and gained much wealth from mining despite racial tensions; white Americans wanted Chinese gone); includes weak application (*women*: equal treatment standards of life for everyone much higher in Wyoming; in Wyoming, free to have jobs in careers they wish to pursue; *Chinese immigrants*: some prospered, but all were discriminated against)
- Incorporates limited relevant information from documents 4, 6, 7, 8, and 9
- Presents little relevant outside information (*Chinese immigrants*: treated like animals and paid little for railroad work; tasked with using explosives in clearing mountain paths and with no protection many killed)
- Includes few relevant facts, examples, and details (*women*: had to make food, keep house in order, and care for children; rates of divorce lower and child literacy higher in Wyoming)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that includes some contradictory statements

Conclusion: Overall, the response fits the criteria for Level 2. The discussion of the effects of the development of the West on women and Chinese immigrants is primarily comprised of document information with minimal explanation.

With the new formation of the United States by acquiring territories in the West, changes were to arise. The treatment of certain groups, immigration, and economic strategies changed. U.S. expansion brought upon change among those who lived in the area.

With all the new land stretching all the way to the Pacific, it then made it easier for Asian immigration to the U.S. Numbers of Chinese immigrants arose due to the Gold Rush in California as they sought it as an opportunity. They were coming into the United States eager to find employment and a chance to succeed. Some found work contributing to California's agriculture. While others (Doc 8b) found jobs working on railroads out west. (Doc 8a).

Another group effected by westward expansion was the Native Americans. They were heavily discriminated against and weren't (D.1) treated as U.S. citizens. Their cattle and buffalo were being slaughtered by American cattle ranchers and used as food. Not (Doc. 1b) only was their resources being stripped (D.1) away so was their "promised", land. With the mistreating of the Native Americans brought upon anger and resulted in many conflicts (Doc. 2b) in the west with territory issues.

In conclusion, when the United States acquired that territory, it brought upon change to many different groups of people. Giving credit to the U.S. government at the time, it is very hard to accommodate to everyone's needs. Although, some needs were ignored in the case of the Native Americans living out west.

Anchor Level 1-A

The response:

- Minimally addresses all aspects of the task for Chinese immigrants and Native American Indians
- Is descriptive (*Chinese immigrants*: new land stretching to Pacific made it easier for Asian immigration to United States; they were eager to find employment and a chance to succeed; *Native American Indians*: heavily discriminated against; not only were resources being stripped away so was their “promised” land; mistreatment brought anger and resulted in many conflicts)
- Includes minimal information from documents 1, 2, 7, and 8
- Presents little relevant outside information (*Chinese immigrants*: numbers rose due to Gold Rush in California; *Native American Indians*: not treated as United States citizens)
- Includes few relevant facts, examples, and details (*Chinese immigrants*: contributing to California’s agriculture; working on railroads; *Native American Indians*: cattle and buffalo slaughtered by American ranchers; territory issues)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Limited document information and a few statements of relevant outside information are used. However, the response lacks details to explain the information provided.

The development of the west effected many individuals. The west attracted settlers from all over and also pushed some out. For example settlement in California attracted many Chinese imigrants, but the settlement of the west pushed out the Native Americans.

The Chinese imigrants were draw to the American west for many reasons. One reason that Chinese imigrated was for work. In 1852 more than 20,000 Chinese arived in the United States. (Doc 7) They were given economic oppertunities and were able to move up in social classes. Additionally Chinese took advantage of work oppertunities such as doing laundry for \$5 a basket. (Doc 8) However the Chinese prosperity in working enviroments did not come with out consequences.

Indians were also negitively effected in the development of the west. Indians were force on to reservations, which they did not take very well, in many cases they fought back. (Doc 2) Indians were not only fueled by losing their land but they also lost their main food source, buffalo. The Americans killed buffalo by the hundreds just for their hides. They left the buffalos out to rot and sent the hides east for trade. (Doc 1)

In the end many groups were affected by the development of the west. Some benifited greatly and others lost everything. The push out west was fueled by Manifest Destiny and was never going to stop for anyone or anything.

Anchor Level 1-B

The response:

- Minimally addresses all aspects of the task for Chinese immigrants and Native American Indians
- Is descriptive (*Chinese immigrants*: drawn to American West for many reasons; given economic opportunities and able to move up in social classes; prosperity in working environment did not come without consequences; *Native American Indians*: fought back against being forced onto reservations; not only fueled by losing land but also lost main food source; buffalo left to rot and hides sent East for trade)
- Includes minimal information from documents 1, 2, 7, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Chinese immigrants*: in 1852, more than 20,000 arrived in United States; did laundry for \$5 a basket); includes an inaccuracy (*Native American Indians*: Americans killed buffalo by the hundreds)
- Demonstrates a general plan of organization; includes an introduction that states the West attracted some and pushed some out and a conclusion that states Manifest Destiny fueled the push out West

Conclusion: Overall, the response fits the criteria for Level 1. Although most of the information is presented in brief statements, a basic understanding of the task is demonstrated. Lack of supporting facts and details detracts from the effort.

During the late nineteenth and early twentieth centuries America was a country that was rapidly expanding. This expansion was mainly a move westward by settlers frustrated with their lives in the East. Westward expansion and development proved to be prosperous for the United States and many who moved westward but detrimental to some groups of people. Two of these groups were Native Americans and Chinese immigrants. Although the effect on Native Americans was mostly negative, Chinese immigrants were presented with some positive opportunities.

Native Americans are perhaps the first group that comes to mind when the effects of westward expansion are mentioned. The most obvious effect that western settlers had was the pushing of Native Americans off of their land. The new settlers did not care that the Native Americans had been there for hundreds of years, they were ruthless. In addition to stealing their land, settlers also stole the livestock of the Native Americans. Settlers stole horses from the Native Americans and they could do nothing about it. Whites controlled the government and the courts, so Native Americans could not get a fair hearing on their grievances. Whites also had powerful rifles that could be used against the buffalo on the Great Plains. (Doc. 1b). Settlers and others overhunted the Buffalo population and almost made them extinct. Hides were taken and the rest of the Buffalo was left behind. This was a tragedy for the native people because the buffalo were their lifeline; they used every part of the animal for something such as food, clothing, and tools. On the other hand, American settlers used the buffalo for profit and wasted so much of it jeopardizing the existence of Native Americans and their ability to resist white

settlement. (Doc 1a). Another downfall for Native Americans was that disputes over land and being made to move to reservations often led to battles with settlers and the military that they were destined to lose (Doc. 2b). In battles such as Wounded Knee and the Sand Creek massacre, Native Americans simply did not have the manpower or advanced weaponry of the settler and the military so they lost the battles, kept losing their land, and were forced onto reservations. In order to end "Indian troubles," the Indian Affairs Commissioner thought if they could be civilized they would be less likely to fight back (Doc. 3a). So Native Americans were subject to assimilation by the American people and the government. This was an attempt to push American culture on the native people and help them integrate into American society. This included teaching them English and even making them wear American clothing while at schools such as Carlisle (Doc 3b). Ultimately, westward expansion led to the downfall of many Native American tribes who had called the United States home long before any American settlers arrived there.

The movement westward also affected the Chinese immigrants. However, the effects were not all negative as they were for most Native Americans. Originally, the Chinese were drawn to the United States because of the gold rush in California in 1849. These immigrants eventually became their own version of the "miner 49'ers" and some found success in the mining industry. Despite many obstacles some actually became mine owners in California and Nevada. This led to increased economic mobility and self-improvement for the Chinese in America (Doc 7). When the Chinese left mining, they found work in new and different jobs. They found work in primarily two other fields,

Document-Based Essay—Practice Paper – A

laundry service and agriculture (Doc 8a & 8b). They thrived especially in agriculture because of their experience of farming in China. They were knowledgeable about fruit farming and were willing to share that knowledge at a time when farmers in California were starting to grow more orchard crops. (Doc 8b). Their skill level and ability to find jobs and new opportunities soon made them competitors in the job market and Americans did not like this, especially when business slowed down. Americans became angry because the Chinese immigrants posed more competition in an already difficult job market (Doc 9). This anger soon became the cause of racial violence as more people moved to cities such as San Francisco in the late 1800s. Anti-Chinese racism grew and eventually led to the passage of the Chinese Exclusion Act. (Doc 7). In the end Chinese faced hardships but some also had much success due to the opportunities created by westward expansion in the United States.

The westward expansion that occurred in the United States in the late nineteenth and early twentieth centuries affected many groups of people. Native American people were affected in a mostly negative way, as they lost their land, livestock, and many of their rights. Chinese immigrants, on the other hand, suffered some difficulties and some successes due to the movement westward. In the end, westward expansion had positive and negative effects on the people living in the West.

Document-Based Essay—Practice Paper – B

The development of the west during the mid 1800's and early 1900's was a major part of American history. During the development of the west, many groups were affected; two such groups are women and the Native American Indians. For both women and Native American Indians the west's development caused political and social changes effecting their lives.

If a man wanted to move west, then naturally his wife would have to go with them. However life in the west was no walk in the park. Women in the west had to toughen up their skin, to deal with the harsh conditions that were thrown at her. As seen in Document 4 the western woman "fed her men and raised her children, cooked their food and laid it by for winter. She was at once butcher, packer, and baker." The western woman also had to deal with the loss of her children that couldn't survive the conditions.

Even though the west was harsh it offered many exciting new opportunities for women also. These western territories offered things women never had before. One states belief can be seen in Document 5, "we, of Dakota, believe in women's rights, especially the right to take a homestead and manage it to their own liking. . . ." Another thing the west offered women was suffrage. Social changes such as, "wome teachers get equal pay for equal work" (Document 6) was a huge advancement for women, as well as the voting rights they recieved their.

Although their were many positives effects of the development of the west, their was also negative effects. The Native American Indians suffered the negative effects of western development. The Native Americans had be pushed west because of the colonization and

Document-Based Essay—Practice Paper – B

development of America already. So when Americans began to settle in the West, a big problem began to arise. Americans once again wanted land the Native American Indians were living on. This led to many conflicts between Native American Indians and American settlers. Some of these conflicts can be seen on the map in Document 2b. The Native Americans were once again suffering the negative effects of American settlers.

Because of the Western settlers forcing their way onto the land the Native American Indians were left with two choices, assimilate into American cultures – or stay on a reservation. The Native Americans that chose to assimilate (or the children that were forced to) were stripped of the culture and way of life they had always known. This drastic change can be seen in the pictures in Document 3b. The government wanted to “awaken within them ambition for civilized ways” (Document 3a). The Native American Indians were negatively affected by the development of the West.

By developing the West America saw both positive and negative changes. The West caused women to toughen up, and gave them rights to property and to vote making a positive change to the lives of women. The Native American Indians on the other hand were forced to fight, as well as to adapt to American culture devastating their ways of life.

Before the American Revolution which liberated the Colonies from Great Britain, the colonies had already begun to look westward. Shifting their sights away from the coastline they started thinking about land west of the Appalachians. An expansionist mindset beginning with the Louisiana Purchase by Thomas Jefferson would soon become our Manifest Destiny. During the 19th and 20th centuries, there were major social, political, and economic changes that going westward had on the Native Americans as well as on the Chinese immigrants.

In the 19th and 20th centuries, the Native American way of life was changing, in their case, for the worse. Before Columbus sailed the ocean blue, the Natives of North America had a civilization of their own. Exploration led to early American settlements along the Atlantic Ocean which from their earliest days usually resulted in exploitation of Native Americans. As colonial Americans began to expand west and later as their revered Manifest Destiny took hold the Native Americans were pushed further west. The settlers upset the Native American civilizations and threatened their way of life. Alarmed at what was happening, Tecumseh had organized Native American groups to try and stop the westward movement in the early 1800s. However it was unstoppable. The Oregon Trail and the Homestead Act kept Americans going west. White men stole the cattle and animals that the natives fed on. Whilst the Natives used all parts of the buffalo, most settlers only wanted the pelts and possibly the meat. The population of the buffalo began to decrease, and in turn so did the Native Americans (Doc. 1). Battles between Native Americans and whites became more common as white settlement increased on the

Great Plains and beyond. Responding to broken treaties and the killing of buffalo, Native Americans tried to fight back at Bear Paw Mountain and other sites. Their final stand at Wounded Knee was considered a massacre (Doc 2). The Native Americans began to decrease rapidly in number. In order to survive, it was thought that the Native Americans had to change their ways of life, and become Americanized. Some began to attend white schools and wear white man's clothing (Doc 3.). Their native language was abandoned for English in some cases. No matter how much they were encouraged to change and assimilate, many chose to follow their traditional ways. Reservation life continued to take a toll and the effects of the development of the West on Native Americans continues today.

In addition to the social, political, and economic changes faced by Native Americans, the Chinese immigrants also faced changes. Chinese immigrants were discriminated against almost from the start. When the Chinese immigrants came to the United States they began to get into the mining business, and mined for gold. China imported this gold as well as silver and in 15 years, 72,581,219 dollars in silver and gold was exported to China. This meant Chinese owned mining companies that were profitable even though they began without much starting capital. (Doc 7.). In addition, the Chinese immigrants found opportunities in the laundry business often undercutting the prices of established businesses. (Doc. 8). They brought with them experiences that they could contribute to the developing West. The Chinese taught Americans agricultural techniques making them an important factor in the diversification of agriculture in California, Oregon, and Florida. There were positives in

Document-Based Essay—Practice Paper – C

the life of a Chinese immigrant. They acquired valuable skills. They also got to experience a cooperative culture, and they were environmentally adaptable. They also were given a chance to become successful and experience the American dream. (Doc. 9).

Unfortunately they also came in contact with many Americans who were anti-Chinese. Labor unions were angry because the Chinese worked hard and were willing to work for lower wages. It was difficult to compete with them. Other people saw them as being too different. They saw their appearance, culture, and language as too different to successfully assimilate. Political parties decided that passing an exclusion act to keep the Chinese out would mean more votes for them. Despite their contributions to the United States, Chinese immigration would be brought to a stand still.

When all is said and done, the 19th and 20th centuries brought a new type of revolution. The Native Americans were forced out of their homes, and many were killed. They lived a tough life, and could barely survive. Similarly, Chinese immigrants faced difficulty in assimilation and were eventually banned from entering the United States. Even though they faced discrimination, both the Native Americans and Chinese immigrants learned to survive.

Document-Based Essay—Practice Paper – D

Throughout the 1800's, the formerly unoccupied part of the United States, the West, had begun to develop. As settlers moved west or immigrated from Asia, many opportunities and obstacles laid ahead of them. Two groups directly impacted by the development of the West were women and Chinese immigrants, who faced many social, political, and economic challenges and rewards.

As hardworking women settled in the West with their families, they became the glue holding the family together. They had many duties, such as cooking, cleaning, bearing children and even sewing clothing. It was not at all unusual for a man to have three or four wives, each predeceased by them because of their hard work. (doc 4.) These frontier women faced this social challenge with all of their might. Women who weren't married and who were over 21 years of age, however, had the opportunity to purchase and farm their own land, a proud accomplishment for women across the entire United States. This economic opportunity helped to pave the way for more independent women. (doc 5.) Perhaps the most important of all, as the West continued to develop, the issue of women's suffrage began to rise. While many had to fight for this right to vote, Wyoming was a state that had allowed women to vote for 41 years and it had great effects. There was less divorce in Wyoming, more protected young women in Wyoming, and less illiterate children in Wyoming. (doc 6.) However, women were not the only ones affected by the development of the western United States.

As the Chinese immigrated to America from Asia, the development of the West was in full swing. These new Chinese immigrants had a lot ahead of them, as they began to enter the mining industry and

Document-Based Essay—Practice Paper – D

became experienced. However, many faced political strife as they were discriminated against legally and faced racial violence. Even though Chinese immigrants faced these issues, they were made up by their profit and expanding culture. (doc 7). Many of the Chinese immigrants, along with the mining industry, had other economic opportunities such as opening laundries in California and working with each other. (doc 8a). Farming was also a big opportunity for Chinese immigrants as they helped Americans farm better produce. (doc 8b).

As the West continued to develop through the 1800's, many challenges and opportunities were available for the Chinese and women.

In the 19th and early 20th centuries, the development of the West had both positive and negative political and social effects on the United States. Different groups of people were also effected by the settlement of the West in various ways. For example, Native Americans were driven off of the land, while women in the frontier were treated equally.

During this time period, American settlers were anxious to move westward into what many considered to be uninhabited regions. Some saw moving west as an adventure while others saw the West as a new place to start a life. Many saw the West as a place where they could work hard and succeed. However, the West was already inhabited by many different Native American groups. Native Americans were not happy with hunters killing their buffalo and whites stealing their horses (Doc 1). The claims on this land set forth by the Native Americans were often ignored or they were forced by the government to make agreements to turn over land to the government, causing conflict. The United States government made treaties with Native Americans to take possession of land that the government thought could be used by whites. Eventually, however, the United States decided to move Native Americans onto actual reservations (Doc 2b) because more settlers were moving West and wanted to cultivate the land and use resources found on what remained of Native American territory. They believed in Manifest Destiny, so they wanted to control the entire region which meant that Native Americans would have to be pushed aside.

Native Americans were not given the rights of an American citizen although Native Americans lived here first. They were discriminated

against and taken advantage of because the “civilized” American people thought Native Americans were uncivilized. “As a possible solution to Indian troubles,” they wanted to send them to schools to make them more like American citizens. (Doc 3a). They began to convert young Native American people to western culture in schools throughout the country. These schools, like Carlisle, tried to get Native Americans to forget they were Indian (Doc 3b). It was thought that this would help the Native Americans blend in and become successful in “white” America.

The settlement of the west had a positive impact on the lives of the American women. Frequently in the United States, women were not treated as equal to men. In the Dakota Territory, frontier women, however, were allowed to own land (Doc 5) and Wyoming women could vote (Doc 6). This created a more balanced society. More women became successful economically and their votes in Wyoming led to literacy rates increasing, fewer people divorcing, and young women being better protected. The political rights given to women in the west promoted equality and the west became a leader for change within the United States. Frontier states were among the first to grant full suffrage to their women, leading the way for the rest of the country, helping the suffragettes get closer to achieving the 19th amendment.

Settling the frontier made women more independent. Women were needed for a family’s survival. This meant they were often seen more equally and were treated with greater respect. They learned to fend for themselves as they cared for their family in the face of many dangers and difficult times. Resources, such as doctors, and supplies were scarce. Women took care of the sick, cooked food, cared for children,

Document-Based Essay—Practice Paper – E

and made clothing. (Doc 4) Women proved that they were just as capable as men. They handled many jobs, and in getting them done helped to make the westward movement as well as the Women's Rights movement a success.

The settlement of the west had various effects on different groups of people. Native Americans and women are just two of the many groups affected. These effects, both positive and negative, shaped the country into what it is today.

Practice Paper A—Score Level 3**The response:**

- Develops all aspects of the task with some depth for Native American Indians and Chinese immigrants
- Is more descriptive than analytical (*Native American Indians*: whites controlled government and courts so Native Americans could not get a fair hearing; settlers used buffalo for profit and wasted most of it; disputes over land often led to battles they were destined to lose; Commissioner thought if they could be civilized they were less likely to fight back; attempt to push American culture on them and help integrate them into American society; *Chinese immigrants*: some found success in mining industry; knowledgeable about fruit farming and willing to share when farmers in California starting to grow orchard crops; skill level and ability to find jobs made them competitors and Americans did not like this; Americans' anger soon became cause of racial violence as more people moved to cities)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates some relevant outside information (*Native American Indians*: new settlers did not care that Native Americans had been there for hundreds of years; buffalo was their lifeline as Native Americans used every part of animal for food, clothing, and tools; did not have manpower or advanced weaponry of settlers and military; *Chinese immigrants*: gold rush in California in 1849; became own version of "miner '49ers"; anti-Chinese racism grew and led to passage of Chinese Exclusion Act)
- Includes some relevant facts, examples, and details (*Native American Indians*: powerful rifles used against buffalo on Great Plains; Wounded Knee; Sand Creek massacre; assimilation; teaching them English; Carlisle; *Chinese immigrants*: mine owners in California and Nevada; laundry service and agriculture; Chinese Exclusion Act)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Applicable document interpretation is supported by some relevant outside information; however, more specific details would have strengthened the discussion.

Practice Paper B—Score Level 2

The response:

- Minimally develops all aspects of the task for women and Native American Indians
- Is primarily descriptive (*women*: if a man wanted to move west, his wife would go with him; had to toughen up to deal with harsh conditions; had to deal with loss of children that could not survive conditions; western territories offered many exciting new opportunities; *Native American Indians*: could either assimilate into American culture or stay on the reservation; those who chose to or children who were forced to assimilate were stripped of culture and way of life); includes weak application (*women*: western territories offered things women never had before)
- Incorporates limited relevant information from documents 2, 3, 4, 5, and 6
- Presents little relevant outside information (*Native American Indians*: had already been pushed west because of colonization and development of America)
- Includes few relevant facts, examples, and details (*women*: received voting rights in Wyoming; *Native American Indians*: Americans wanted land Native American Indians were living on; many conflicts with American settlers)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that states the development of the West had positive effects on women and negative effects on Native American Indians

Conclusion: Overall, the response fits the criteria for Level 2. The response is based on document information. Additional supporting facts and details would have strengthened the discussion.

Practice Paper C—Score Level 4

The response:

- Develops all aspects of the task for Native American Indians and Chinese immigrants
- Is both descriptive and analytical (*Native American Indians*: settlers threatened their way of life; battles more common as settlement increased on Great Plains; responded to broken treaties and killing off of buffalo by fighting back; population of buffalo began to decrease and so did Native Americans; most settlers only wanted pelts and possibly meat; thought Native Americans had to change way of life; no matter how much encouraged to change and assimilate, many chose to follow traditional ways; *Chinese immigrants*: discriminated against almost from start; owned profitable mining companies even though they began without much starting capital; given chance to become successful and experience American dream; labor unions angry because Chinese were willing to work hard and for lower wages; difficult for white Americans to compete with them)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*Native American Indians*: colonial Americans began to expand west and later as Manifest Destiny took hold Native Americans were pushed further west; Tecumseh tried to stop westward movement, but it was unstoppable; Oregon Trail and Homestead Act kept Americans going west; Native Americans used all parts of buffalo; final stand at Wounded Knee considered a massacre; reservation life continued to take a toll and continues to take a toll today; *Chinese immigrants*: some people saw appearance, culture, and language as too different to assimilate; political parties decided passing exclusion act to keep them out would mean more votes; despite contributions, immigration brought to a standstill)
- Supports the theme with relevant facts, examples, and details (*Native American Indians*: Bear Paw Mountain; Americanized; white men stole cattle; attend white schools; wear white man's clothing; native language abandoned; *Chinese immigrants*: mined for gold; opportunities in laundry business; undercutting prices of established businesses; acquired valuable skills)
- Demonstrates a logical and clear plan of organization; includes an introduction that mentions the role of the American Revolution and Manifest Destiny in the development of the West and a conclusion that states the development of the West was a new type of revolution

Conclusion: Overall, the response fits the criteria for Level 4. The discussion of the effects of the development of the West on Native American Indians is supported by good relevant outside information and document interpretation. While the treatment of Chinese immigrants would have benefited from additional relevant outside facts, good analytic conclusions are reached about their experience.

Practice Paper D—Score Level 2

The response:

- Minimally develops all aspects of the task for women and Chinese immigrants
- Is primarily descriptive (*women*: as hardworking women settled in West with families, they became the glue holding family together; not at all unusual for three or four wives to predecease a man because of hard work; women not married and over 21 years of age had opportunity to purchase and farm land, a proud accomplishment; economic opportunity helped to pave way for more independent women; while many had to fight for right to vote, Wyoming had allowed them to vote for 41 years; *Chinese immigrants*: discriminated against and faced racial violence; helped Americans farm better produce)
- Incorporates limited relevant information from documents 4, 5, 6, 7, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*women*: cooking, cleaning, bearing children, sewing clothing; less divorce and fewer illiterate children in Wyoming; *Chinese immigrants*: began to enter mining industry; opened laundries); includes inaccuracies (West formerly an unoccupied part of United States; *Chinese immigrants*: made up by their profit and expanding culture)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Document information addresses all parts of the task for women and Chinese immigrants. The hints of analysis would benefit from further discussion.

Practice Paper E—Score Level 3

The response:

- Develops all aspects of the task with some depth for Native American Indians and women
- Is more descriptive than analytical (*Native American Indians*: Native Americans were not happy with hunters killing buffalo and whites stealing horses; discriminated against because Americans thought them uncivilized; many wanted to send them to schools to make them more like American citizens; *women*: frequently not treated as equal to men; more balanced society in Dakota and Wyoming; in Dakota Territory, allowed to own land; their votes in Wyoming led to increased literacy rates, fewer divorces, and young women being better protected; political rights given in West promoted equality; settling frontier made women more independent; needed for family's survival; treated with respect; learned to fend for themselves; cared for family in face of many dangers; proved as capable as men)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*Native American Indians*: treaties made to take possession of land that the government thought could be used by whites; Americans believed in Manifest Destiny so they wanted to control entire region; Native Americans not given rights of American citizens although they lived here first; *women*: frontier states among first to grant full suffrage, leading way for rest of country; helping suffragettes get closer to achieving 19th amendment; helped make women's rights movement a success)
- Includes some relevant facts, examples, and details (*Native American Indians*: driven off their land; reservations; Carlisle; *women*: doctors and supplies scarce; took care of sick, cooked food, cared for children, made clothing)
- Demonstrates a satisfactory plan of organization; includes an introduction that states a way the development of the West affected these groups and a conclusion that mentions the effects were positive and negative

Conclusion: Overall, the response fits the criteria for Level 3. The discussion of the development of the West on each group includes some good relevant outside information and thoughtful conclusions. The treatment of both groups would have benefited from further explanation of statements.

United States History and Government Specifications August 2017

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Presidential Decisions and Actions; Constitutional Principles; Government; Foreign Policy; Diversity; Citizenship	Standards 1, 2, 3, 4, and 5: United States and New York History; World History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Places and Regions; Immigration and Migration; Environment; Citizenship; Government; Foreign Policy; Diversity	Standards 1, 3, 4, and 5: United States and New York History; Geography; Economics; Civics, Citizenship, and Government

Notes:

Part I and Part II scoring information is found in Volume 1 of the Rating Guide.

Part III scoring information is found in Volume 2 of the Rating Guide.

The *Chart for Determining the Final Examination Score for the August 2017 Regents Examination in United States History and Government* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides an online evaluation form for State assessments. It contains spaces for teachers to respond to several specific questions and to make suggestions. Instructions for completing the evaluation form are as follows:

1. Go to <http://www.forms2.nysed.gov/emsc/osa/exameval/reexameval.cfm>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.