

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Tuesday, June 16, 2009 — 1:15 to 4:15 p.m., only

SCORING KEY FOR PART I AND RATING GUIDE FOR PART II (THEMATIC ESSAY)

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site <http://www.emsc.nysed.gov/osa/> and select the link "Examination Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and at least one more time before the final scores for the examination are recorded.

Contents of the Rating Guide

For **Part I** (Multiple-Choice Questions):

- Scoring Key

For **Part II** (thematic) 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

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THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

VOLUME
1 OF **2**
MC & THEMATIC

United States History
and Government

June 16, 2009

Part I

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Mechanics of Rating

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

Scoring the Part I Multiple-Choice Questions

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

Rating the Essay 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.

United States History and Government
Content-Specific Rubric
Thematic Essay
June 2009

Theme: Constitutional Principles—Individual Rights

Throughout United States history, many different groups have faced discrimination. The federal and state governments have taken actions that have either protected or limited the rights of these groups in American society.

Task: Select *two* different groups in American society who have faced discrimination and for *each*

- Describe *one* specific example of discrimination faced by the group
- Describe *one* action taken by the federal or state governments related to this example of discrimination
- Discuss how the action taken by the federal or state governments either protected *or* limited the rights of the group

You may use any example from your study of United States history. Some groups you might wish to consider include Native American Indians, African Americans, Asian Americans, Hispanic Americans, women, the elderly, and the disabled.

You are *not* limited to these suggestions.

Scoring Notes:

1. This thematic essay has a minimum of *six* components (for *two* different groups, describing *one* specific example of discrimination faced by *each* group, describing *one* action taken by the federal or by state governments related to that specific example of discrimination, and discussing how that action either protected *or* limited the rights of *each* group).
2. The examples of discrimination faced by the *two* different groups in American society can be from any time period in United States history.
3. An action taken by government can be used as an example of discrimination as long as it is followed by a different action by government related to this example of discrimination, e.g., passage of Jim Crow laws can be used as the example of discrimination followed by the federal government action taken in *Brown v. Board of Education*.
4. Additional examples of discrimination and/or government action related to the primary example of discrimination and/or government action can be used to support the description, e.g., *Plessy v. Ferguson* may be an additional example of discrimination and/or government action in relation to a discussion of Jim Crow laws.
5. A specific action taken by the federal or state governments can be an executive action, a legislative action, or a judicial decision as long as it applies to the specific example of discrimination being discussed.
6. Whether a specific action taken by the federal or state governments either protected *or* limited the rights of a group may depend on the point of view of the student. The response may discuss the topic from any perspective as long as the position taken is supported by accurate historical facts and examples.

Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth for two different groups, describing one specific example of discrimination faced by each group, describing one action taken by the federal or state governments related to that specific example of discrimination, and discussing how that action taken by the federal or state governments either protected or limited the rights of each group
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *African Americans*: connects a description of how the Supreme Court decision in *Brown v. Board of Education* addressed discrimination against African Americans by ending the practice of “separate but equal” in public schools to a discussion of how the decision advanced African American rights by enforcing the equal protection clause and how it prompted further action to desegregate all public facilities; *women*: connects a description of the denial of suffrage to women to a discussion of how the 19th amendment, which granted all women in all states the right to vote, protected women’s rights by increasing their political participation, encouraging the passage of laws favorable to their interests, and allowing them to hold even the highest government positions
- Richly supports the theme with relevant facts, examples, and details, e.g., *African Americans*: white supremacy; Reconstruction; black codes; Jim Crow laws; *Plessy v. Ferguson*; NAACP; Thurgood Marshall; Earl Warren; “with all deliberate speed”; reversal of *Plessy*; Little Rock; Eisenhower; 1964 Civil Rights Act; de facto segregation today; *women*: Abigail Adams; “remember the ladies”; Seneca Falls Convention; Elizabeth Cady Stanton; Progressives; World War I; 1964 Civil Rights Act; Betty Friedan; NOW; Equal Pay Act; Title IX; *Roe v. Wade*; Hillary Clinton; Nancy Pelosi; Sarah Palin
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops *all* aspects of the task but may do so somewhat unevenly by discussing all aspects of the task for one group more thoroughly than for the second group *or* discussing one aspect of the task less thoroughly than the other aspects of the task for both groups
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *African Americans*: discusses the segregation of public facilities and unequal treatment faced by newly freed slaves after Reconstruction, how the Supreme Court decision in *Brown v. Board of Education* ended the policy of separate public schools, and how the *Brown* decision led to integration of all public facilities thereby protecting African American rights; *women*: discusses how the denial of suffrage kept women from having direct influence on government policy and how the passage of the 19th amendment increased women’s political participation and increased their involvement in government
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

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

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

Score of 3:

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

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

Score of 2:

- Minimally develops *all* aspects of the task *or* develops *at least three* aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- 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
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 0:

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

*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.

In the United States, discrimination has occurred in various instances over aspects of life such as religion, race and gender. One would often wonder why such a democratic free nation would be overcome by a powerfully negative perspective; prejudice. When viewing history with a positive point of view, one can clearly see how groups such as women & African Americans have risen from the fangs of discrimination to become strong in organization, dedication and responsibility.

Women in 19th century America were quite restricted in regards to the freedoms they had. One of the major examples of this restriction was the lack of a woman's right to vote. 19th century America viewed women as inferior and unequal to men. Due to this view and gender discrimination, women were forced to deny the "cult of domesticity" role that society had given them and rebel, while fighting for their deserved rights. The American government, in response to the cries of the women's suffrage movement and its leaders, Susan B. Anthony and Elizabeth Cady Stanton, eventually passed the 19th amendment to the constitution which granted American women the right to vote. The passage of the amendment, after much controversy and disagreement from male groups, allowed women to finally have their voices heard so they could vote, campaign and run for office and be viewed as equals to men in society. Today more and more women hold high public offices in all three branches of government.

Recently women have been candidates for President and Vice President for the major parties, challenging the final glass ceiling. Politicians now have to pay attention to women's votes.

It has become evident over time that the group in American history to be most denied and disrespected by society was none other than the African Americans. These people, who were brought to America, enslaved by the fangs of slavery, were repeatedly discriminated against. They had no rights and were considered property making them the lowest level of society. In response to the emancipation of slaves after the Civil War, many African Americans were still treated as the outcast group especially in southern societies. White supremacists wanted to be sure that freed slaves would never gain equality. Southern legislatures responded to the freedom of many of these ex-slaves with the Jim Crow laws, which were only created to emphasize segregationist principles in the South. These laws kept the races separate in trains, bathrooms, and schools and African Americans suffered with inferior treatment. Even the Supreme Court upheld Jim Crow in Plessy v. Ferguson. These laws only furthered the imbalance of equality in the South causing more hatred and anger to arise between different ethnic groups. It would take decades for these social prejudices to be overcome. Even today, many city schools are segregated because of the ethnic neighborhoods that their students come from.

Discrimination among many groups in American history have fostered positive and negative reactions. Women + African Americans both eventually gained freedoms, but at different rates. The individual prejudices that arose from these conflicts have helped to shape American societal relationships today.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for discrimination faced by women and African Americans
- Is more analytical than descriptive (*women*: women were forced to deny the “cult of domesticity” role that society had given them and rebel; passage of the 19th amendment allowed women to have their voices heard so they could vote, campaign, run for office and be viewed as equals to men in society; politicians now have to pay attention to the women’s vote; *African Americans*: had no rights and were considered property, making them the lowest level of society; Jim Crow laws kept the races separate in trains, bathrooms, and schools, and African Americans suffered with inferior treatment; these laws only furthered the imbalance of equality in the South causing more hatred and anger to arise between different ethnic groups)
- Richly supports the theme with relevant facts, examples, and details (*women*: Susan B. Anthony; Elizabeth Cady Stanton; suffrage movement; challenging the glass ceiling; *African Americans*: slavery; emancipation; Civil War; white supremacists; Southern legislatures; *Plessy v. Ferguson*)
- Demonstrates a logical and clear plan of organization; includes an introduction that questions how a democratic free nation could be overcome by prejudice and a conclusion that comments on the role of past prejudices in shaping societal relationships today

Conclusion: Overall, the response fits the criteria for Level 5. The response demonstrates clear and logical connections between all aspects of the task for each group. Additionally, the response demonstrates an understanding of the link between past discrimination and contemporary society.

Throughout United States history, both Native Americans and Japanese Americans have faced discrimination through people's treatment of them in their everyday life and through government policies that restricted their rights and freedoms. Japanese Americans, who were incorrectly suspected of treason during World War II, had their rights limited when the United States government forced them into internment camps. Native Americans, who were seen as a hindrance to the completion of the settlement of the West, were made to live in specially designated areas and were forced to move frequently to accommodate westward expansion. Both the Japanese Americans and the Native Americans have been repeatedly denied basic individual rights and treated as "inferior" simply because they are not white.

Native Americans faced discrimination most severely in the 1800s, when government policies and westward expansion limited their individual rights. During westward expansion, many Native Americans lived in some lands that pioneers wanted to settle. So, it was easy for whites to ignore Native American claims to land they had held for centuries. Realizing this problem, the government under Andrew Jackson passed legislation forcing the Native Americans to live in specially designated areas. This movement of many Native Americans to arid, infertile lands in the West was known as the Trail of Tears. The government legislation that moved the Native Americans west severely limited their individual rights because it forced them to live in a certain place and behave a certain way. The federal government set up a reservation system and later banned them from practicing their tribal traditions under the Dawes Act. Because the Native Americans were forced to relocate to arid, infertile

land and caught diseases from the whites, the Native American population sharply declined along with the land they controlled. Today, even though Native Americans now have individual rights, such as citizenship and suffrage, the small Native American population is a reminder of the injustices and hard times faced by Native Americans.

Another racial group that has dealt with discrimination and unjust government policies has been Japanese Americans. During World War II, as America fought Japan, Japanese Americans began to be suspected of sending information to Japan. As a result, President Roosevelt issued an executive order that allowed the military to move West Coast Japanese Americans into internment camps. These camps were often overcrowded and unsanitary. More importantly, many of these Japanese Americans were American citizens and felt betrayed by their country. These Japanese Americans lost many belongings as they were limited in what they could carry into the internment camps. The legislation forcing Japanese Americans into internment camps limited their rights because this action violated the part of the Constitution that says that all people are equal under the law. This discrimination of the 1940s could be seen as a continuation of the "yellow peril," a discrimination against all Asians that denied them land, jobs, and other economic opportunities, which started in the early 1900s. Japanese Americans during the 1940s were mistreated, not as a result of well-thought-out equitable laws, but of ignorance and inequality.

Native Americans and Japanese Americans have both faced discrimination because of misunderstandings and both groups have been the victims of unjust

government legislation. Native Americans, seen as a hindrance to westward settlement, were made to live in unfamiliar places and, consequently, suffered greatly. Japanese Americans, considered to be spies for Japan during World War II, were forced to live in internment camps and thereby suffered unjust treatment. It is only when ignorance and prejudice disappear that we can learn to accept one another and live as a peaceful global community.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for discrimination faced by Native American Indians and Japanese Americans
- Is more analytical than descriptive (*Native American Indians*: many Native Americans lived in the same lands that pioneers wanted to settle so it was easy for whites to ignore Native American claims to lands they had held for centuries; movement of many Native Americans to arid, infertile lands in the West was known as the Trail of Tears; the small Native American population is a reminder of the injustices and hard times faced by Native Americans; *Japanese Americans*: President Roosevelt issued an executive order that allowed the military to move West Coast Japanese Americans into internment camps; this action violated the part of the Constitution that says that all people are equal under the law; the discrimination of the 1940s could be seen as a continuation of the “yellow peril,” a discrimination against all Asians that denied them land, jobs, and other economic opportunities)
- Richly supports the theme with relevant facts, examples, and details (*Native American Indians*: westward expansion; Andrew Jackson; reservation system; Dawes Act; diseases; *Japanese Americans*: treason; World War II; overcrowded, unsanitary camps; loss of belongings)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that establish the common elements of mistreatment

Conclusion: Overall, the response fits the criteria for Level 5. The strength of the response lies in the parallels drawn between two nonwhite groups who suffered the injustice of discrimination and forced relocation.

Over the course of history, many groups of people have faced the wrath of anti-American fever. This sort of treatment of certain groups of people can be attributed to social turmoil, strengthened by political as well as economic chaos. The Native American and African American have endured enormous amounts of abuse resulting from un-American views about them and fears residing within people about these groups effect on their society.

The Native Americans have been victimized by the American people for their own selfish needs. As America went on the road to industrialization, more lands were needed to accommodate the growing needs of the people. Railroads, a major result of this boom, took up land on the American continent. Even farmers, America's backbone needed land to support the growing masses. The Native Americans however, ended up suffering through all this change. The growing demand for excess land came from Native American lands. The government did not care enough for those people and the ancestral lands in comparison to the needs of the American population and put Native Americans into reservations to save land for American use. The discontent Native Americans were even more harassed when the American

government imposed the Dawes Act which forced Native Americans to assimilate into American culture and to sell their land to whites. The American people viewed these ancestral group of people as savages and wanted them to go get jobs and live like a true American. But as the government began to repent of their ways, the Indian Reorganization Act was passed which allowed Native Americans to go back into their formal tribes and practice their culture as they saw best. But only half of them did so. Even so they have never been able to get back the lands or their pride that was taken from them by the Dawes Act.

African Americans are another group of people in American history who have suffered enormously due to constant discrimination based on their race. During the colonial era, slaves became prominent as they were ~~considered~~ used to work on the plantations. They were considered to be property and had no rights. The Civil War was fought to help the moral cause of Union and eliminate slavery. The government gave no protection for slaves as it recognized the need of Americans to use them to work on their farms. Even after Reconstruction, African Americans were still considered inferior to the rest of

the Americans, the ruling of "separate but equal" in Plessy v. Ferguson established the principle that African Americans are not technically being discriminated in public places if they are offered the same services as their counterparts. Of course, the facilities were always inferior to the whites! Even though the 14th amendment had made African Americans citizens, for years they were treated as second class citizens. They did not gain equal treatment until the Supreme Court ruled that "separate but equal" is unconstitutional.

In conclusion, two groups of people who faced discrimination are Native Americans and African Americans. The American need to achieve financial and social stability abused their brethren for their selfish motives.

Anchor Level 4-A

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing discrimination faced by Native American Indians more thoroughly than discrimination faced by African Americans
- Is both descriptive and analytical (*Native American Indians*: as America went on the road to industrialization, more lands were needed to accommodate the growing needs of the people; discontented Native Americans were even more harassed when the American government imposed the Dawes Act; they could never get back all the land or the pride; *African Americans*: were considered to be property and had no rights; the ruling of “separate but equal” in *Plessy v. Ferguson* established the principle that African Americans were not technically being discriminated against in public places if they are offered the same services as their counterparts; for years they were treated as second-class citizens; gained equal treatment when Supreme Court ruled that “separate but equal” is unconstitutional)
- Supports the theme with relevant facts, examples, and details (*Native American Indians*: railroads; ancestral lands; reservations; assimilate; sold their land; Indian Reorganization Act; *African Americans*: plantations; Civil War; moral cause of the Union; Reconstruction; 14th amendment)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that associate discrimination with selfish motives

Conclusion: Overall, the response fits the criteria for Level 4. The response includes a good discussion about the abusive nature of discrimination and shows a perceptive knowledge of history. However, it lacks the in-depth analysis and the number of details usually found in a Level 5 paper.

The United States is a land of many different peoples. All nationalities, cultures, and religions are present in the U.S. Despite America's claim to be the land of the free and equality for all, some groups have blatantly been discriminated against. Two groups that have been specifically targeted over the course of our nation are blacks and Japanese.

Since the founding of our nation blacks have been discriminated against in many different ways. At first they were taken from their homelands and forced to perform manual labor on U.S. farms and plantations. The slave trade flourished in the U.S. for generations especially in the south. The issue on how to eventually bring slavery to an end was often avoided and no clear plan was ever formulated. One example shown by the Supreme Court on just how strong slavery was in America was the Dred Scott decision. In this case a runaway slave known as Dred Scott sued for his freedom on the grounds that he had lived for many years in a northern territory where slavery was outlawed. He decided to sue after his master died. In this case the Supreme Court ruled that because Dred Scott was not a citizen of the United States and was considered property he had no right to sue for his freedom. This decision appalled many anti-slavery advocates.

and reaffirmed to the nation that slavery was here to stay. Slaves were established as property, not as active citizens of the U.S. This meant that the Constitution and freedoms guaranteed to all people in the U.S. did not pertain to blacks.

Another race of people that were discriminated against during some point in U.S. History was the Japanese. With the bombing of Pearl Harbor by Japan many people in the U.S. became skeptical of the loyalty of Japanese Americans during WWII. After the U.S. entered WWII the government began to share the same fears as the people. Japanese Americans were perceived as spies that would sabotage the U.S. at any chance they got. President Roosevelt issued an order that all Americans of Japanese background living on the west coast be put into detainment camps. Japanese people were forced out of their homes and they lost many of their possessions. They were required to remain in these camps for the duration of the war. The government's actions were based solely on fear and blind accusations that had no evidence. These citizens were severely limited in their civil rights during WWII as a result of

the governments actions. Later in the century, the government realized how unfair it was and gave money and an apology to them.

Although the U.S. claims to be a land where anyone can live freely there have been obvious actions of discrimination taken against some groups. America's history is not perfect the government has made mistakes that have resulted in limited rights for its people.

Anchor Level 4-B

The response:

- Develops all aspects of the task by discussing discrimination faced by African Americans and Japanese Americans
- Is both descriptive and analytical (*African Americans*: the issue on how to eventually bring slavery to an end was often avoided and no clear plan was ever formulated; this decision appalled many anti-slavery advocates and reaffirmed to the nation that slavery was here to stay; this meant that the Constitution and freedoms guaranteed to all people in the United States did not pertain to blacks; *Japanese Americans*: with the bombing of Pearl Harbor by Japan, many people in the United States became skeptical of the loyalty of Japanese Americans during World War II; President Roosevelt issued an order that all Americans of Japanese background living on the West Coast be put into detainment camps; the government's actions were based solely on fear and blind accusations that had no evidence)
- Supports the theme with relevant facts, examples, and details (*African Americans*: manual labor; plantations; slave trade; Dred Scott decision; property; *Japanese Americans*: sabotage; loss of property; apology)
- Demonstrates a satisfactory plan of organization; includes an introduction that describes United States diversity and a conclusion that notes that government errors have limited the rights of its people

Conclusion: Overall, the response fits the criteria for Level 4. The response clearly shows the importance and the impact of the Dred Scott decision on the issue of slavery. Including the federal government's recognition of the discrimination at a later date strengthens the section on the Japanese Americans.

When Thomas Jefferson wrote the Declaration of Independence, he clearly stated that "all men are created equal" and born with "inalienable rights." However, throughout history this statement didn't seem to apply to some minority groups according to the white males of society. African Americans and women struggled to achieve civil rights in this country and received much discrimination. It finally took federal action from the President, Congress, and the Supreme Court to have African American and women's rights protected.

African Americans may have been freed from slavery and granted American citizenship by the 13th, 14th, and 15th Amendments, but certainly did not feel like citizens. First of all, African Americans were discriminated against for trying to vote. After slaves were freed the South established the Jim Crow laws which separated the whites and the blacks. Then there were also extremely difficult literacy tests and expensive poll taxes to make sure African Americans couldn't vote since they were mostly uneducated and couldn't afford to pay the poll tax. For years this discrimination continued and blacks were even killed by the KKK if they resisted. Later, the Jim Crow laws were ignited again in the Plessy v. Ferguson Supreme Court case which created the doctrine "separate but equal," American became extremely segregated following this case. Facilities such as restrooms and lunch

Counters were made separate for whites and blacks, as well as schools. It wasn't until the "Brown v. Board of Education" Supreme court case that blacks were finally able to attend all white schools and the policy of separate schools for blacks and whites was ended. This initiated the booming civil rights movement led by influential leaders such as Martin Luther King Jr. ^{who} practiced nonviolent protests in order to integrate the community, Malcolm X used violence to separate blacks from the community. Eventually, African Americans were beginning to see the light when the Civil Rights Act of 1964 was established, stopping segregation as well as the voting rights act of 1965 allowing A.A.'s to vote. President John F. Kennedy and Lyndon B. Johnson were major advocates of the civil rights movement and helped A.A.'s receive their rights as citizens.

Like African Americans, women struggled for their voting rights as well. Since the second Great Awakening, women began to seek their rights as well as protest against things such as temperance and abortion. It took influential leaders such as Susan B. Anthony and Elizabeth Cady Stanton to bring women together at the Seneca Falls Convention to ask for rights like education, jobs, property and the vote so they could be heard; Finally in 1919, the government passed the 19th Amendment granting women the right to

vote. The right to vote was only one achievement, they still fought like African Americans to stop discrimination.

Gaining the right to vote gave women the power that they needed during the women's rights movement of the 1960s and 1970s. Then in 1964 under the Civil Rights Act, discrimination was banned on the basis of sex or race. The ^{equal} Employment act was also established and stated that women or African Americans would not be denied a job based on their race or sex. Later in the 1970s, women used their growing political power to fight for more rights.

Overall, African Americans and women suffered similar struggles throughout history. For example, the right to vote and discrimination. The federal government then took action to help protect the rights of these two minority groups.

Anchor Level 4-C

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing discrimination faced by women more effectively and with greater focus than discrimination faced by African Americans
- Is both descriptive and analytical (*African Americans*: after slaves were freed, the South established the Jim Crow laws, which separated the whites and the blacks; blacks were finally able to attend an all white school and the policy of separate schools for blacks and whites was ended; this initiated the booming civil rights movement; Martin Luther King Jr. practiced nonviolent protests to integrate the community; Malcolm X used violence to separate blacks from the community; *women*: brought women together at the Seneca Falls Convention to ask for rights like education, jobs, property and the vote so they could be heard; the government passed the 19th amendment granting women the right to vote; gaining the right to vote gave women the power that they needed during the women's rights movement of the 1960s)
- Supports the theme with relevant facts, examples, and details (*African Americans*: 13th, 14th, 15th amendments; literacy tests; poll taxes; Ku Klux Klan; *Plessy v. Ferguson*; "separate but equal"; Martin Luther King Jr.; Civil Rights Act of 1964; Voting Rights Act of 1965; John F. Kennedy; Lyndon B. Johnson; *women*: Second Great Awakening; temperance and abolition; Elizabeth Cady Stanton; Civil Rights Act of 1964; Equal Employment Act); includes a minor inaccuracy (*women*: Susan B. Anthony at the Seneca Falls Convention)
- Demonstrates a logical and clear plan of organization; includes an introduction noting the failure of the United States to live up to the ideals of the Declaration of Independence and a conclusion that is a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response contains historical detail about each group. However, the inclusion of multiple examples of discrimination against African Americans causes that discussion to lose its focus.

Throughout the 20th century may be found instances in which discrimination against a certain group of individuals, sparks the attention of the government and prompts it to take decisive action. At the beginning^s of the 1900s, American women yearned for an end to gender based racism, calling for ~~the~~ the expansion of suffrage and equality under the law. ~~When~~ when their cries reached the government, it responded with the passage of the 19th Amendment granting women the right to ~~to~~ vote. Later on, yet another issue of discrimination arose against Japanese-Americans, after the events on December 7, 1941 in Pearl Harbor. Rather than act to expand Japanese people's rights, however, the federal government collected all citizens of Japanese descent and placed them in internment camps. The actions of the federal government to deter gender based discrimination as well as its ~~its~~ attempt to ~~to~~ isolate individuals based on ethnicity, both aided in and greatly deterred efforts to uphold the Constitution.

For centuries, women of the world remained nearly silent about the injustices

they faced. While a few individuals rebelled inwardly, the majority of women complacently accepted their role in the household and not in public life. With the arrival of the Seneca Falls Convention led by Elizabeth Cady Stanton, as well as as a result of the motivation to attain equality, women rapidly began to call for equal rights. Individuals such as Mary Wollstonecraft wrote critical essays on female status and pushed the general population to support suffrage. As picketing increased, the national government became more and more progressive in their ideas. Soon enough, ~~in 1920~~ in 1920, the 19th Amendment was passed granting women the right to vote. Clearly the government acted, in this instance, to uphold the constitution and promote equal rights.

Governmental interference in times of discrimination is not always beneficial to the oppressed though. An exemplary example of this lay in the treatment of Japanese Americans following the attack on Pearl Harbor. As time went on, racism for this particular

level of society only increased as fear and suspicion became more prevalent. Japanese Americans faced defamation of name and property as well as many other negative side effects.

In an attempt to what the government referred to as an attempt to protect Japanese American citizens, it took the thousands in the U.S. away from their homes and forced them to reside in internment camps. It is now understood that the motive behind this act was the fear of yet another potential terrorist attack on the U.S. While the federal government in this case acted to protect the best interests of its citizens, it failed to protect the rights as U.S. citizens as well.

~~This~~ Discrimination based on gender and ethnicity is an issue that has plagued American society since the inception of the country. Whether it be ~~the~~ the racism faced and fought against of women in the early 20th century, or the ethnically based ~~discrimination~~ isolation of Japanese Americans during World War II, ~~it is~~ this unfair practice is an undeniable aspect of U.S. ~~history~~ culture. The government ~~has~~ took action in both issues and in the case of women, ~~proved to~~ the activity

of the federal government proved quite beneficial while in that of Japanese Americans they did not fare so well. If history repeats itself, however, the U.S. should be given a plethora of opportunities to atone for the mistakes of the past and work to abolish discrimination in the present and future.

Anchor Level 3-A

The response:

- Develops most aspects of the task in some depth for discrimination faced by women and Japanese Americans
- Is both descriptive and analytical (*women*: at the beginning of the 1900s, American women yearned for an end to gender-based racism calling for the expansion of suffrage and equality under the law; as picketing increased, the national government became more and more progressive in their ideas; *Japanese Americans*: faced defamation of name and property as well as many other negative side effects; as an attempt to protect Japanese American citizens, it took thousands in the United States away from their homes and forced them to reside in internment camps)
- Includes some relevant facts, examples, and details (*women*: 19th amendment; Seneca Falls Convention; Elizabeth Cady Stanton; Mary Wollstonecraft; *Japanese Americans*: December 7, 1941; Pearl Harbor; fear and suspicion; ethnically based isolation; World War II)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are informative and beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Although the response exhibits some knowledge of the women's suffrage movement and the motives for Japanese American internment, it lacks a solid description of government actions. Additionally, it fails to discuss how the actions protected or limited the rights of the groups.

Throughout the history of America multiple groups have been discriminated against for various reasons. In order to mediate these discrepancies the government more often than not takes action. Sometimes they pass laws or Acts and sometimes they add a new amendment to the constitution. Two examples of discrimination in the United States would be women and ~~Native Americans~~ African Americans.

Women have always been held inferior to men. They weren't allowed to work most jobs and were looked down upon if they didn't follow the norm. Which for the most part was being a homemaker; caring for the children, cooking, catering to her husband. One of the biggest things women weren't granted was the right to vote. Women unlike slaves were always counted in the population. But they were not given the right to vote. Women fought for women suffrage all over the states.

One of the biggest events was the Seneca Falls Convention. After years of fighting for their rights, women finally obtained the right to vote after the passing of the 19th amendment. The 19th amendment stated that all white women had the right to vote.

~~From~~ African Americans were more brutally and openly discriminated against. People like Harriet Tubman, Rosa Parks, and Martin Luther King Jr. fought for the rights of the black community. African Americans faced slavery, racism, segregation, hate crimes, and hate groups. Despite the abolishment of slavery, African Americans were still looked down upon. They were thought to be inferior merely because of the color of their skin. African Americans were not allowed to attend white schools or use white facilities. Groups like the KKK (Ku Klux Klan) targeted African Americans and killed them. And for the most part very rarely did a white man defend them.

But the African Americans held strong and fought the discrimination. People like Rosa Parks and Martin Luther King took public stands ~~refusing~~ refusing to give in to the ~~segregation~~ discrimination around them. "Separate but equal" is what the Constitution says. ~~Books~~ African Americans and Whites were separate but in no way were their facilities equal. After many rallies and court cases the Supreme Court finally labeled "separate but equal" as unconstitutional. It was evident that certain places did not have equal facilities. Therefore the President called for an integration of schools. Children were now pushed to integrate. In some states ~~which~~ African American children had to be escorted into the school building for their own safety. But we have come along way since such hate crimes are now punished by law. The laws are also strictly enforced.

Many more groups in the United States

have been discriminated against. Some subtler, like women's suffrage and some more drastic, and dangerous, and hateful like the acts of discrimination against the African Americans. Discrimination, however, can only go so far before the government intervenes. Today such actions are strictly forbidden under the constitution and the laws against them strictly enforced. The United States of America have come a long way since the days of the civil rights movements. Now with the assistance and guidance of the government African Americans and women have the rights they deserve promised to them in the United States Constitution.

Anchor Level 3-B

The response:

- Develops most aspects of the task in some depth by describing an example of discrimination faced by women and African Americans, stating an action taken by the federal government and mentioning how the government action protected the rights of African Americans and women
- Is more descriptive than analytical (*women*: they were not allowed to work most jobs and were looked down upon if they did not follow the norm; after years of fighting for their rights, women finally obtained the right to vote after the passing of the 19th amendment; *African Americans*: African Americans were not allowed to attend white schools or use white facilities; the Supreme Court finally labeled “separate but equal” as unconstitutional; in some states, African American children had to be escorted into the school building for their own safety)
- Includes some relevant facts, examples, and details (*women*: homemaker; counted in the population; suffrage; Seneca Falls Convention; *African Americans*: Harriet Tubman; Rosa Parks; Martin Luther King Jr.; slavery; racism; segregation; hate crimes; Ku Klux Klan); includes some inaccuracies (*women*: the 19th amendment stated that all white women had the right to vote; *African Americans*: “separate but equal” is what the Constitution says; the President called for an integration of schools)
- Demonstrates a general 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 response includes broad, unsubstantiated generalizations. Many examples of discrimination are cited, but the response lacks an adequate discussion of how the actions taken by the federal government protected each group.

THROUGHOUT AMERICAN HISTORY PEOPLE OF ALL DIFFERENT BACKGROUNDS, NATIONALITIES, AND RELIGIOUS GROUPS HAVE FACED SOME FORM OF DISCRIMINATION. ~~EVEN~~ EVEN IN A DEMOCRATIC NATION IN WHICH "ALL PEOPLE ARE CREATED EQUAL", DISCRIMINATION, ~~EVEN~~ IN A DEMOCRATIC NATION IS STILL PRESENT. IN MANY CASES THE GOVERNMENT HAS TRIED TO REDUCE DISCRIMINATION BY HELPING THOSE WHO ARE DISCRIMINATED AGAINST BUT THERE HAVE BEEN TIMES WHEN THE GOVERNMENT'S ACTIONS HAVE FURTHER DEBILITATED THE DISCRIMINATED GROUP.

DURING TIMES OF WAR FEAR OF ESPIONAGE AND NATIONALISM HAVE AT MANY TIMES COMBINED TO CREATE A HOSTILE NATION AGAINST ITS OWN RESIDENTS. THE BEST EXAMPLE OF THIS IS DURING WORLD WAR II. AFTER THE ATTACK ON PEARL HARBOR BY JAPAN, MANY JAPANESE IN THE U.S. WERE DISCRIMINATED AGAINST. AMERICANS WANTED THEM REMOVED FROM THE WEST COAST, ALSO MANY OTHER ASIANS FACED DISCRIMINATION BECAUSE OF THE FAILURE OF MANY TO DISCERN THE DIFFERENCE BETWEEN THE DIFFERENT ETHNICITIES. THE GOVERNMENT DIDN'T HELP THE SITUATION BECAUSE THEY CONTINUED TO ENFORCE THE STRICT IMMIGRATION LAWS SUCH AS THE EMERGENCY QUOTA ACT. THEN THE GOVERNMENT ALSO CREATED INTERNMENT CAMPS AWAY FROM THE WEST COAST IN WHICH MANY JAPANESE-AMERICANS WERE PUT IN. THEREFORE MAKING THE

SITUATION WORSE FOR JAPANESE AMERICANS AND JAPANESE IMMIGRANTS.

DISCRIMINATION IS NOT JUST CONFINED TO A CERTAIN RACE OR RELIGION. GENDER ROLES HAVE ALSO FACED CHALLENGES. WOMEN IN AMERICAN HISTORY HAVE FACED A LOT OF DISCRIMINATION. THEY WERE NOT GRANTED MANY OF THE SAME RIGHTS AS MEN FROM THE COLONIAL TIMES. THE RIGHT TO VOTE, HOLD OFFICE, OWN PROPERTY, AND WORK OUTSIDE THE HOME WERE ALL RIGHTS THAT WOMEN HAD TO WORK FOR.

THEIR SIGNIFICANT RISE IN POWER AND INCREASE IN RIGHTS NOT ONLY RESULTED FROM WOMEN'S RIGHTS ACTIVISTS SUCH AS SUSAN B. ANTHONY BUT ALSO BY THE ACTIONS OF THE GOVERNMENT. UNIVERSITIES WERE CREATED JUST FOR WOMEN AND MANY INSTITUTIONS WERE MADE CO-ED. WOMEN WERE GIVEN THE RIGHT TO VOTE SHORTLY AFTER WW II WITH THE PASSING OF THE 19TH AMENDMENT. NOW WOMEN HAVE MANY RIGHTS AND A LOT MORE POWER INSIDE AND OUTSIDE THE HOME. TODAY MANY WOMEN HOLD GOVERNMENT OFFICES.

THE ACTIONS OF THE GOVERNMENT TO AID OR DEBILITATE DISCRIMINATED GROUP DEPENDED ON THE TIME PERIOD, THE DISCRIMINATED, AND THE ONES IN POWER. THEREFORE ACTIONS TOWARDS THESE GROUPS DIFFERED. THE JAPANESE WERE

NOT TREATED LIKE AMERICANS AND STRIPPED OF ALL THEIR RIGHTS HOWEVER, WOMEN WERE GRANTED MORE RIGHTS WITH TIME.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth for discrimination faced by Japanese Americans and women
- Is both descriptive and analytical (*Japanese Americans*: during times of war, fear of espionage and nationalism have combined to create a hostile nation against its own residents; the government created internment camps away from the West Coast, making the situation worse for Japanese Americans and Japanese immigrants; *women*: the right to vote, hold office, own property, and work outside the home were all rights that women had to work for; today many women hold government offices); includes isolated analysis (*Japanese Americans*: many other Asians faced discrimination because of the failure of many to discern the difference between different ethnicities; *women*: universities were created just for women)
- Includes some relevant facts, examples, and details (*Japanese Americans*: World War II; Pearl Harbor; Emergency Quota Act; *women*: Susan B. Anthony); includes a minor inaccuracy (*women*: women were given the right to vote shortly after World War II with the passing of the 19th amendment)
- 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. Although all aspects of the task are addressed, they lack development and supporting detail. Isolated analysis and inaccuracies further diminish the response.

In history different groups of people are discriminated. The government has made things better for these people African-Americans and asien people have been discriminated during times of crisis by the national government.

During WWII Asian people living in the U.S. faced discrimination. After Pearl Harbor was attacked by the Japanese, Japanese Americans were put into camps where they had to live until they were let go. After a while, the government gave money to the relatives of the Japanese Americans who were put into the camps.

African-Americans have always been discriminated in American history. In the south, whites had Jim Crow laws who separated blacks from whites. The government really couldn't do anything about it unless the Jim Crow laws weren't equal. After a while when white people started going overboard with the KKK and everything, the courts started making laws against segregation. They gave black people more rights and freedom.

The actions of the federal government protected the African-Americans but the Japanese-Americans really didn't get harm or benefited by the federal government.

All they got was money. The african-americans got more rights and were protected by law to never have those rights violated. The japanese-americans got money for their problems and that was really about it for all the troubles they went through.

In times of crisis the government and the people have discriminated against groups of people. African-americans and japanese-americans have faced discrimination but made it through with positive outlooks on their freedoms. People still do it today but the government tries to protect them but sometimes it never works out.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task for discrimination faced by Japanese Americans and African Americans
- Is primarily descriptive (*Japanese Americans*: after Pearl Harbor was attacked by the Japanese, Japanese Americans were put into camps where they had to live until they were let go; the Japanese Americans got money for their problems and that was really about it for all the troubles they went through; *African Americans*: in the South, whites had Jim Crow laws that separated blacks from whites; the courts started making laws against segregation; the African Americans got more rights and were protected by law)
- Includes few relevant facts, examples, and details (*African Americans*: Ku Klux Klan; *Japanese Americans*: after a while, the government gave money to the relatives of the Japanese Americans who were put into the camps)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that over generalize the role of crises in causing discrimination

Conclusion: Overall, the response fits the criteria for Level 2. The response demonstrates some understanding of discrimination faced by each group but lacks the relevant detail and depth to support it.

Anchor Paper – Thematic Essay – Level 2 – B

In United States history, different groups and races have faced discrimination. These groups have spent many years trying to overcome and stop this discrimination. However, the government has protected and limited these people's rights in American society.

A perfect example of discrimination and racism that has been present in American society is toward the African Americans. African Americans were brought to America to be slaves for the American people. These slaves would work long hours, mostly in farming fields, completing all of the Americans hard work. They would be given food and that is about it. They have been treated poorly and ^{were} often beaten or punished. This group ~~has~~ spent years being discriminated and abused for no reason.

After ^{many years} ~~some time~~ and a lot of protesting, the government finally stepped in. They passed the 13th, 14th, and 15th amendments, granting these African Americans freedom, equality, and the right to vote. African Americans were now free and had the right to live their own lives. Many of these freedmen moved to the North to start their new lives. However, they were still discriminated by many whites and ^{they} didn't receive the same quality as the native-born Americans.

With the newly granted rights to the African Americans, they were allowed on paper to do what they want. However, discrimination

Anchor Paper – Thematic Essay—Level 2 – B

continued and racism still existed. These African Americans lived many of their things "separate but equal." After many years of protesting and the rising of Martin Luther King Jr., African Americans fought for their rights. With the support of the government and the determination to make equality the African Americans fought against discrimination and war.

All in all, African Americans went through many events. They were discriminated and used for many years in United States History. With the passage of the 13th, 14th, and 15th amendments, African Americans were granted freedom and equality. However, they still faced discrimination until they fought for true equality.

Anchor Level 2-B

The response:

- Develops all aspects of the task in some depth for discrimination faced by African Americans
- Is primarily descriptive (*African Americans*: these slaves would work long hours, mostly in farming fields; they passed the 13th, 14th, and 15th amendments, granting these African Americans freedom, equality, and the right to vote; with the newly granted rights to the African Americans, they were allowed on paper to do what they want; they still faced discrimination until they fought for true equality)
- Includes few relevant facts, examples, and details (*African Americans*: "separate but equal"; Martin Luther King Jr.); includes an inaccuracy (*African Americans*: many of these freedmen moved to the North to start their new lives)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that repeats information already discussed

Conclusion: Overall, the response fits the criteria for Level 2. The discussion of African Americans indicates knowledge of slavery and its aftermath. However, the failure of the response to include a second group makes this a Level 2 response.

In the United States, there has been a long and hard road to freedom. Throughout history many groups have faced discrimination and other major setbacks on that road. The federal and state governments have taken actions that have both protected and limited the rights of different groups in American history. Two major examples of groups which have been ~~greatly~~ greatly discriminated against are Native Americans and African Americans.

Native Americans have been persecuted ever since the first settlers arrived at Plymouth rock from England. The United States has taken their land, and killed their people for their own benefit. The Native armies were in no shape to defeat English and Spanish modern guns and artillery, so they were forced to assimilate into society, stripped of their heritages. Things did not get much better until the 20th century, ~~when~~ ^{during which} the Native Americans have been granted back limited amounts of land and freedom back.

African Americans are another minority group greatly discriminated against throughout history. They were forced into slavery by the European peoples who came to their native Africa to capture them. Brought over to America, the slaves were further exploited by being forced to grow cash crops for rich plantation owners. The situation did not even begin to get better until the constitution was amended in 1865 to outlaw slavery in America. However, the battle was far from over. The African American ~~are~~ society faced discrimination in Jobs, Public Businesses, and even Schools. Equality, for the most part, was finally won by the

end of the Civil Rights movement in 1968.

Throughout American history, minority groups have had to work very hard for equality. African Americans and Native Americans are only two of many groups who have had to struggle for their rights. Even today, there remains tension between the whites and minorities. Although laws now, for the most part, stand in the legal way of discrimination, in no way ^{has} ~~will~~ discrimination ceased.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task for discrimination faced by Native American Indians and African Americans, but does so more thoroughly for African Americans than for Native American Indians
- Is primarily descriptive (*Native American Indians*: the United States has taken their land and killed their people for their own benefit; they were forced to assimilate into society, stripped of their heritage; things did not get much better until the 20th century, during which the Native Americans have been granted back limited amounts of land and freedom; *African Americans*: the slaves were further exploited by being forced to grow cash crops for rich plantation owners; the Constitution was amended in 1865 to outlaw slavery in America; the African American society faced discrimination in jobs, public businesses, and even schools)
- Includes few relevant facts, examples, and details (*Native American Indians*: Plymouth Rock; England; modern guns and artillery; *African Americans*: native Africa; Civil Rights movement); includes a minor inaccuracy (*African Americans*: end of the civil rights movement in 1968)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that comments about the ongoing nature of discrimination

Conclusion: Overall, the response fits the criteria for Level 2. The discussion of discrimination against African Americans demonstrates knowledge about slavery and ensuing racism. A lack of similar development for Native American Indians detracts from the quality of the response.

^{American}
In ~~Society~~ there have been many different groups who have faced discrimination. African Americans and women were two of the many groups discriminated. The federal and state government have taken actions that have both protected and limited the rights of these groups.

After African Americans were freed from slavery they were ~~basely~~ not given equal rights. Everything was segregated from schools to even a simple water fountain. When JFK became president one of the things he accomplished was desegregating everything by making segregation illegal. Whites and blacks had to use the same thing and both had the same civil rights. This action taken by the government helped protected the the rights of African Americans because it gave the equal rights with white people.

Women faced discrimination when they were not allowed to have most of the jobs men had. They were thought of only being nurses teachers or a stay at home moms. They were not allowed to join the army, so some woman dressed up as men to be able to join. ~~The government~~
~~allowed women to~~ During WWII the government

made women take over the mens job to keep the economy stabilized. They made them work in the factories to keep productions high. This action by the government helped ~~protect~~ limit the rights of women because the government chose the jobs they were allowed to take over for the men.

In American society African Americans and women both faced discrimination. The federal and state government took actions that both protected and limited the rights of African Americans and women. In the outcome they both were given equal rights.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task by describing an example of discrimination faced by African Americans and women
- Is descriptive (*African Americans*: everything was segregated from schools to even a simple water fountain; *women*: they were thought of as only being nurses, teachers, or stay-at-home moms); lacks understanding (*African Americans*: when John F. Kennedy became President, one of the things he accomplished was desegregating everything by making segregation illegal; whites and blacks had to use the same things and both had the same civil rights; *women*: they made them work in the factories to keep productions high; this action by the government helped limit the rights of women because the government chose the jobs they were allowed to take over for the men)
- Includes few relevant facts, examples, and details (*African Americans*: slavery; *women*: World War II)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that overstates the outcome of government action

Conclusion: Overall, the response fits the criteria for Level 1. The response recognizes examples of discrimination faced by each group but demonstrates a very poor understanding of government's actions and their outcomes.

Discrimination, is one that has been associated with a large amount of groups throughout United States history.

Different groups in American society have been both limited and protected by ~~either~~ the federal and state governments. Two main groups that were affiliated with this was, ^{African} ~~Native~~ Americans, and women.

Around the 1800s African Americans faced not only discrimination, but segregation between schools and ~~facilities~~ ^{facilities}. This eliminated black people from entering a school of mixed races. Later on the Jim Crow laws was issued which protected the African Americans from being segregated in public places, such as schools, public transportation, and facilities.

Women were also another group who faced discrimination. They were always considered inferior to men, and weren't allowed to vote. ~~Soon~~ ^{Soon} a women ~~sufrage~~ ^{Suffrage} Act was passed which now

protected women's rights to vote

It is conclusive that Discrimination was widely faced throughout United States History. Many included race wise, gender, or ~~ethnicity~~ ^{ethnicity} Even though there was discrimination laws was implemented to protect those who were discriminated

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task by describing an example of discrimination faced by African Americans and women
- Is descriptive (*African Americans*: African Americans faced not only discrimination, but segregation between schools and facilities; *women*: they were always considered inferior to men and were not allowed to vote); lacks understanding (*African Americans*: this eliminated blacks from entering a school of mixed races)
- Includes inaccuracies (*African Americans*: later on, the Jim Crow laws were issued which protected the African Americans from being segregated in public places; *women*: Women Suffrage Act)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 1. A lack of comprehension about segregation policies and failure to address most of the task severely limit this response.

Throughout American History, many different groups have been stereotyped, or discriminated against at one time or another. Beginning in the early part of ~~the~~ American History, ~~to~~ with the Native Americans up until the most recent discrimination against ~~African~~ ^{African} Americans. American History is plagued with the unfair discrimination & hatred of races that do not conform with the ideal American Society.

The early American settlers from Europe encountered the Native Americans in the New World. Many would like to think that this encounter was a happy one, however the new settlers intruded onto Native American lands and plagued the ~~A~~ Indian way of life. The new settlers brought with them disease and greed, and killed off ~~off~~ many Native Americans. For those that did not die, they were forced to move out west, into foreign lands unknown.

When the newly formed nation of the United States of America began to look west onto westward expansion,

They once again intruded on Indian lands. These people were once more discriminated against & thrown around. Through laws passed, they were thrown onto Indian Reservations in unwanted desert lands. The whole process was considered legal, and were never rectified. Unfortunately for the Native Americans, they never regained ~~the~~ rightful ownership ~~of~~ their ~~land~~ land.

Another group that had been constantly hated, discriminated, and segregated were the African Americans. Since the early 1700's they were forced into slavery to work the farms, and serve for wealthier people. Unfortunately, not much was done to stop ~~it~~ this discrimination. The outcome of the Civil War gave Blacks freedom and citizenship under the 15th Amendment. However, things were still the same. Blacks were now segregated and forced to work ~~for~~ for little money. Under the Jim Crow laws in the South, segregation was made legal, and blacks were forced to use separate bathrooms, water fountains, and even ~~restrooms~~ restrooms. Unfortunately for blacks, not

much changed until after the Civil Rights movement in the latter part of the 20th Century in American History. However, it was then that Blacks did finally get equal rights as Whites in America.

American History is ~~is~~ plagued by discrimination of many races. The unfair treatments of Blacks and Native Americans are a blemish on American History, and can be seen as a great ~~tragedy~~ tragedy in America.

This world we all live in has basically been built on discrimination.

Even before the U.S. was created due to escaping religious discrimination and such. Then people came here and discriminated against the Native American Indians.

Discrimination will never end, there are always going to be people who don't like people because they are different. The Native Americans were greatly discriminated against because they were different.

Throughout American history, many ethnic groups have been subjected to harsh discrimination. The women of the United States and the African Americans slaves, are prime examples of ~~of people~~ the involvement of the federal government in ~~state~~ of these groups.

During the 1800's the women of the U.S. were subjected to limited rights. ~~with~~ ~~the~~ ~~limited~~ After the Seneca Falls convention ¹⁸⁴⁸ and many protests, in 1920 women were granted the right to vote. This expanded the rights of women.

The African Americans ~~had~~ had many segregation laws after they were freed - The state government made black codes + literacy test so even though the slaves were freed they had no voting rights + strict laws. Ultimately they ~~glad~~ many times the government actions are beneficial for ethnic groups ~~at~~ ~~people~~ Americans must realize the benefits of living in a democratic nation

amendments that they need

In United States history many different groups have had to deal with discrimination. The government has done specific things that have limited and protected these groups.

The group that dealt with the most discrimination in US history, is the African-Americans. For nearly two century the African-American race has had to deal with discrimination. It required the 13th, 14th, and 15th amendments just to make them voting citizens. However acts such as the Jim Crow laws, Grandfather clauses, and black codes were all examples of public discrimination.

In the 1950's the Supreme Court made a ruling on the case "Brown v. Board of Education." The Supreme Court ruled that "separate but equal" was unconstitutional. This protected the rights of African-Americans.

Another racial group that faced discrimination were the Asian-Americans. The most notable of these instances

deals with the Japanese-Americans in the 1940's. From a fear of being attacked again after Pearl Harbor ~~to~~ FDR ~~as~~ established an executive order that put all Japanese-Americans from the west coast into internment camps. This was an example of the US government limiting a groups rights.

Throughout history discrimination has been evident. From both of the prior examples we can see that our government has tried to prevent discrimination as well as getting involved in discrimination.

Throughout United States history, many different groups of people have faced discrimination. People in history have been in situations where their rights are limited or completely stripped away. In these situations the federal and state governments have acted to protect or limit these rights. African Americans and women in history have had to struggle to persuade the federal government to protect these individual rights.

African Americans have had to face harsh discrimination for generations. They were first brought to America by force in the sixteen hundreds through the early seventeen hundreds to work as slaves. Many struggled as they were beaten up and/or killed as they tried to escape by the Underground Railroad. Fredrick Douglas, a former slave, may have been the first black man to speak out in the north, where slavery didn't exist. Thus, the abolitionist movement occurred to abolish slavery. After the Civil War ended in 1865, slaves became free with the 13th amendment and they were happy, but discrimination had just begun. The Jim Crow laws had segregated public places where the white places would be much better than the black places. Blacks were being lynched in the south and even with the right to vote, white supremacist groups, like the Ku Klux Klan, would prevent blacks from having full access to public facilities that whites had. It wasn't until the

1950s where the federal government stepped in. After the case, *Brown v. Board of Education*, schools in the South were now desegregated and blacks could go to white schools. In Little Rock, Alabama, nine African American students walked into the high school, but they were being yelled at and pushed by the white students. The federal government sent troops to escort them in the school and to the classes. This action protected the rights given to African Americans. Integrating the schools provided the first step toward ending Jim Crow in society. It was a major accomplishment toward ending segregation but racism still creates a barrier for African Americans today.

Discrimination does not only have to be between races, but also gender. Women were another group that was discriminated. Back then the common women would not hold jobs, have an education, or did not vote and therefore they had no direct voice in society. Women were expected to be at home cooking and cleaning while the men enjoyed their freedom. Susan B. Anthony and Elizabeth Cady Stanton did not approve of this. They believed that women should be allowed to work, vote, and own property like men do. At the Seneca Falls Convention, women discussed what needed to be done and how to do it. They went on strikes and starved

themselves until the men gave in. During World War I, women went to work after the men had to leave to fight. After the war, the 19th Amendment gave women the right to vote, passed by the federal government. Voting gave women a chance to influence elections and the federal government started to include women in government positions who protected the rights of women. Today women make up over half of all voters and they are able to determine the outcome of elections. However, they are still discriminated today with examples like lower pay.

The federal government has protected rights of groups who were discriminated against.

Practice Paper A—Score Level 3

The response:

- Develops most aspects of the task in some depth by describing an example of discrimination faced by Native American Indians and African Americans, describing an action taken by the federal or state governments, and mentioning how their rights were limited
- Is both descriptive and analytical (*Native American Indians*: the new settlers brought with them disease and greed, and killed off many Native Americans; through laws passed, they were thrown onto Indian reservations in unwanted desert lands; *African Americans*: were forced into slavery to work the farms and serve wealthier people; under the Jim Crow laws in the South, segregation was made legal and blacks were made to use separate bathrooms, water fountains, and even restaurants)
- Includes few relevant facts, examples, and details (*Native American Indians*: westward expansion; *African Americans*: Civil War; civil rights movement in the latter part of the 20th century); includes a minor inaccuracy (*African Americans*: gave blacks freedom and citizenship under the 15th amendment)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that state that discrimination has tarnished American ideals

Conclusion: Overall, the response fits the criteria for Level 3. The response fails to develop how the government actions limited the rights of each group. Furthermore, for both groups, the link between the example of discrimination and the actions taken to enforce the discrimination is weak.

Practice Paper B—Score Level 0

The response:

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

Conclusion: The response fits the criteria for level 0 because it goes no further than to identify Native American Indians as a group facing discrimination because they were different.

Practice Paper C—Score Level 1

The response:

- Minimally develops some aspects of the task by describing an action taken by the federal government to address discrimination faced by women and describing an example of discrimination faced by African Americans
- Is descriptive (*women*: in 1920, women were granted the right to vote; *African Americans*: even though the slaves were freed, they had no voting rights and strict laws); lacks understanding (*African Americans*: ultimately, they had amendments that strengthened their rights)
- Includes few relevant facts, examples, and details (*women*: Seneca Falls Convention; *African Americans*: black codes; literacy tests); includes an inaccuracy (*women*: Seneca Falls Convention in 1863)
- Demonstrates a general plan of organization; does not clearly identify which aspect of the task is being addressed; includes a brief introduction and a conclusion that mentions the federal government can take an active role to benefit its citizens

Conclusion: Overall, the response fits the criteria for Level 1. This brief response lacks sufficient development and fails to link ideas in a meaningful way.

Practice Paper D—Score Level 2

The response:

- Develops some aspects of the task in little depth by describing an example of discrimination faced by African Americans and Japanese Americans and describing an action taken by the federal government
- Is primarily descriptive (*African Americans*: acts such as the Jim Crow laws, grandfather clauses, and black codes were all examples of public discrimination; in the 1950s, the Supreme Court ruled in *Brown v. Board of Education* that “separate but equal” was unconstitutional; *Japanese Americans*: Franklin D. Roosevelt established an executive order that put all Japanese Americans from the West Coast into internment camps)
- Includes few relevant facts, examples, and details (*African Americans*: 13th, 14th, and 15th amendments; voting citizens; *Japanese Americans*: Pearl Harbor)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response makes a brief statement about whether the government actions protected or limited the rights of both groups, but fails to discuss how these rights were protected or limited.

Practice Paper E—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth for discrimination faced by African Americans and women
- Is more analytical than descriptive (*African Americans*: Jim Crow laws had segregated public places where the white places would be much better than the black places; integrating the schools provided the first step toward ending Jim Crow in society; racism still creates a barrier for African Americans today; *women*: back then the women would not hold jobs, have an education, or vote, and therefore they had no direct voice in society; voting gave women a chance to influence elections; today women make up over half of all voters, and they are able to determine the outcome of elections)
- Richly supports the theme with relevant facts, examples, and details (*African Americans*: underground railroad; Frederick Douglass; abolitionist movement; Civil War; 13th amendment; Jim Crow laws; lynched; white supremacist groups; Ku Klux Klan; *Brown v. Board of Education*; nine African American students; *women*: Susan B. Anthony; Elizabeth Cady Stanton; Seneca Falls Convention; World War I; strikes; 19th amendment); includes a minor inaccuracy (*African Americans*: Little Rock, Alabama)
- Demonstrates a logical and clear plan of organization; includes an introduction restates the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 5. The response exhibits a good understanding of forces that promoted discrimination and highlights two landmark government actions to alleviate inequality. It provides a reasonable discussion of the contemporary applications of government actions.

United States History and Government Specifications June 2009

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Constitutional Principles; Individual Rights	Standards 1, 3, 4, and 5: United States and New York History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Change: Factors of Production; Government; Immigration and Migration; Reform; Environment; Foreign Policy	Standards 1, 2, 3, 4, and 5: United States and New York History; World 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 June 2009 Regents Examination in United States History and Government* will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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