

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Wednesday, August 12, 2009 — 12:30 to 3:30 p.m., only

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

VOLUME
2 OF 2
DBQ

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 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 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*.

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 need only be scored by one rater.
- (3) The scores for each scaffold question may be recorded in the student's examination booklet.

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

United States History and Government
Part A Specific Rubric
Document-Based Question—August 2009

Document 1

At daybreak on July 16, 1794, about fifty men armed with rifles and clubs marched to the house of John Neville, regional supervisor for collection of the federal excise tax in western Pennsylvania. They demanded that Neville resign his position and turn over to them all records associated with collection of the tax on domestically distilled spirits. He refused. Shots were fired. In the ensuing battle five of the attackers fell wounded. One of them later died. Neville and his slaves, who together had defended the premises from secure positions inside the house, suffered no casualties. The mob dispersed. . . .

The Whiskey Rebellion, as it is traditionally known and studied, had begun. Before it was over, some 7000 western Pennsylvanians advanced against the town of Pittsburgh, threatened its residents, feigned [pretended] an attack on Fort Pitt and the federal arsenal there, banished seven members of the community, and destroyed the property of several others. Violence spread to western Maryland, where a Hagerstown crowd joined in, raised liberty poles, and began a march on the arsenal at Frederick. At about the same time, sympathetic “friends of liberty” arose in Carlisle, Pennsylvania, and back-country regions of Virginia and Kentucky. Reports reached the federal government in Philadelphia that the western country was ablaze and that rebels were negotiating with representatives of Great Britain and Spain, two of the nation’s most formidable European competitors, for aid in a frontier-wide separatist movement. In response, President Washington nationalized 12,950 militiamen from New Jersey, Pennsylvania, Maryland, and Virginia—an army approximating in size the Continental force that followed him during the Revolution—and personally led the “Watermelon Army”* west to shatter the insurgency [rebellion]. . . .

Source: Thomas P. Slaughter, *The Whiskey Rebellion: Frontier Epilogue to the American Revolution*, Oxford University Press, 1986

*Watermelon Army was a nickname by whiskey tax rebels mocking the physical fitness and fighting skills of federal troops, particularly those from New Jersey.

1 According to Thomas P. Slaughter, what was *one* problem that resulted from the collection of the federal excise tax in western Pennsylvania?

Score of 1:

- States a problem that resulted from the collection of the federal excise tax in western Pennsylvania according to Thomas P. Slaughter
Examples: people took up arms against tax collectors; when a tax collector refused to hand over tax records, men were wounded/killed; the Whiskey Rebellion began; violence spread to Maryland/surrounding areas; rebels began to negotiate with representatives of Great Britain/Spain in a frontier-wide separatist movement; a crowd in Maryland marched on the arsenal at Frederick; property was destroyed in Pittsburgh; some 7,000 western Pennsylvanians advanced against Pittsburgh

Score of 0:

- Incorrect response
Examples: Neville turned over tax records to the rebels; "friends of liberty" supported the federal government; the federal government supported the separatist movement
- Vague response that does not answer the question
Examples: it was studied; residents pretended; reports were made
- No response

Document 2

To Major-General Lee

Sir:—I have it in special instruction from the President [George Washington] of the United States, now at this place, to convey to you the following instructions for the general direction of your conduct in the command of the militia army, with which you are charged.

The objects [reasons] for which the militia have been called forth are:

1st. To suppress the combinations [groups] which exist in some of the western counties in Pennsylvania, in opposition to the laws laying duties upon spirits distilled within the United States, and upon stills.

2nd. To cause the laws to be executed.

These objects are to be effected in two ways:

1. By military force.

2. By judiciary process and other civil proceedings.

The objects of the military force are twofold:

1. To overcome any armed opposition which may exist.

2. To countenance [approve] and support the civil officers in the means of executing the laws....

Your obedient servant,

Alexander Hamilton

Source: Alexander Hamilton to Major-General Henry Lee, October 20, 1794, Henry Cabot Lodge, ed., *The Works of Alexander Hamilton*, Volume VI, G.P. Putnam's Sons (adapted)

2a According to Alexander Hamilton, what action is President George Washington ordering in response to the Whiskey Rebellion?

Score of 1:

- States an action President George Washington ordered in response to the Whiskey Rebellion according to Alexander Hamilton

Examples: the use of military force to put down the rebellion; execution of the laws; the suppression of groups in some western counties of Pennsylvania, who are opposing laws; the support of the judiciary process and other civil proceedings; the support of civil officers, who were executing laws

Note: This question focuses on an action. A correct response must identify a specific action ordered by George Washington.

Score of 0:

- Incorrect response
Examples: lay duties upon spirits distilled within the United States; the support of groups in western counties of Pennsylvania; interference with civil officers who are executing the laws
- Vague response that does not answer the question
Examples: the use of directions; appointments; approval; stopping it
- No response

2b According to Alexander Hamilton, what is *one* reason President Washington gave this order?

Score of 1:

- States a reason President Washington gave this order according to Alexander Hamilton
Examples: to overcome armed opposition; to end the rebellion; to execute the laws; to uphold civil officers who are executing the laws; to support the collection of the excise tax on whiskey

Score of 0:

- Incorrect response
Examples: to protect the rebels in western Pennsylvania; to oppose the laws laying duties on spirits distilled in the United States; to obey instructions from Alexander Hamilton
- Vague response that does not answer the question
Examples: to make the objects twofold; to give charges; to give special instructions
- No response

Document 3

. . . The [whiskey] rebellion has long been interpreted as a milestone in the creation of federal authority, and in most respects that is its chief significance. Certainly to the Federalists, who had long been striving for a strong national government, it was a major test: the new government successfully crushed organized and violent resistance to the laws. As Hamilton put it, the rebellion “will do us a great deal of good and add to the solidity [stability] of every thing in this country.”. . .

Source: Richard H. Kohn, “The Washington Administration’s Decision to Crush the Whiskey Rebellion,”
The Journal of American History, December 1972

Document 3

3 According to Richard H. Kohn, what was the significance of the Whiskey Rebellion?

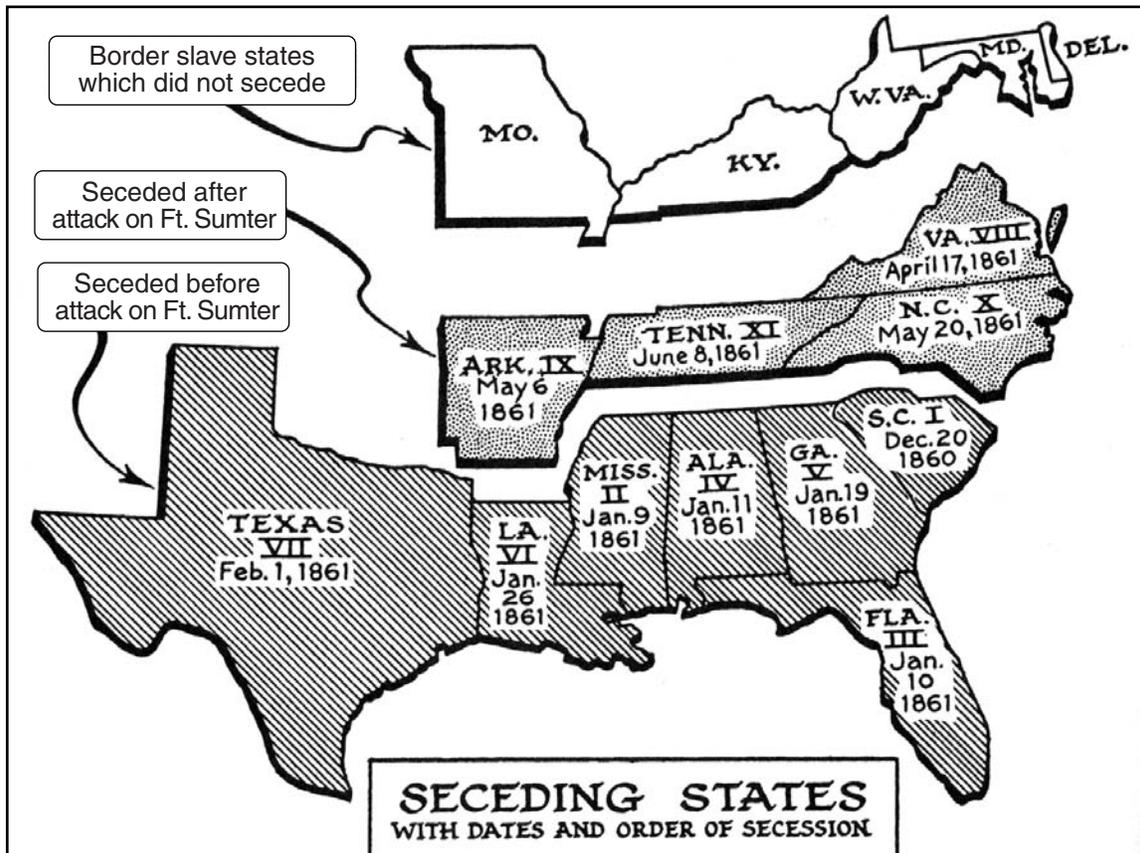
Score of 1:

- States the significance of the Whiskey Rebellion according to Richard H. Kohn
Examples: it was a milestone in the creation of federal authority; it showed that the nation could deal with organized and violent resistance to its laws; it was a major test of the national government’s strength; it added to the stability of the nation; it strengthened the national government

Score of 0:

- Incorrect response
Examples: Federalists supported the rebellion; it proved the national government was weak; it proved the nation was not stable; Federalists feared a strong federal authority
- Vague response that does not answer the question
Examples: milestone; it was a test; it was interpreted; it was very important
- No response

Document 4



Source: Kennedy and Bailey, eds., *The American Spirit, Volume I: To 1877*, Houghton Mifflin, 2002 (adapted)

4 Based on the information on this map, state *one* problem the United States faced under President Abraham Lincoln.

Score of 1:

- States a problem the United States faced under President Abraham Lincoln based on the information on the map

Examples: Southern States seceded; the Union/United States was divided; Southern States withdrew from the Union in the months before/after the attack on Ft. Sumter; most of the Southern States seceded in 1861; secession; a divided nation; the nation was coming apart

Score of 0:

- Incorrect response
Examples: border states left the Union after the attack on Ft. Sumter; Northern States seceded; Ft. Sumter started the secession of Southern States
- Vague response that does not answer the question
Examples: states changed; states seceded in order; it was before the attack; fewer states
- No response

Document 5

April 15, 1861
By the President of the United States A Proclamation.
Whereas, the laws of the United States have been for some time past, and now are opposed, and the execution thereof obstructed [interfered with], in the States of South Carolina, Georgia, Alabama, Florida, Mississippi, Louisiana and Texas, by combinations too powerful to be suppressed by the ordinary course of judicial proceedings, or by the powers vested in the Marshals by law,
Now therefore, I, Abraham Lincoln, President of the United States, in virtue of the power in me vested by the Constitution, and the laws, have thought fit to call forth, and hereby do call forth, the militia of the several States of the Union, to the aggregate [total] number of seventy-five thousand [75,000], in order to suppress said combinations, and to cause the laws to be duly executed. The details, for this object, will be immediately communicated to the State authorities through the War Department. . . .
ABRAHAM LINCOLN
By the President WILLIAM H. SEWARD, Secretary of State.

Source: Roy P. Basler, ed., *The Collected Works of Abraham Lincoln*, Volume IV, Rutgers University Press (adapted)

5 According to this proclamation, what is *one* action President Abraham Lincoln took to enforce the laws of the United States?

Score of 1:

- States an action President Abraham Lincoln took to enforce the laws of the United States according to this proclamation
Examples: called for 75,000 militia from the states to execute the laws; used his constitutional powers to execute the laws; issued a proclamation to call forth the militia/troops

Note: This question focuses on an action. A correct response must identify a specific action taken by Abraham Lincoln.

Score of 0:

- Incorrect response
Examples: suppressed the Southern rebellion through judicial proceedings; asked Congress to declare war; proclaimed that Southern States were no longer part of the Union
- Vague response that does not answer the question
Examples: got angry; suppressed powerful combinations; communicated details
- No response

Document 6

. . . The greatest names in American history are Washington and Lincoln. One is forever associated with the independence of the States and formation of the Federal Union; the other with universal freedom and the preservation of that Union. Washington enforced the Declaration of Independence as against England; Lincoln proclaimed its fulfillment not only to a downtrodden race in America, but to all people for all time, who may seek the protection of our flag. These illustrious men achieved grander results for mankind within a single century—from 1775 to 1865—than any other men ever accomplished in all the years since first the flight of time began. Washington engaged in no ordinary revolution. With him it was not who should rule, but what should rule. He drew his sword, not for a change of rulers upon an established throne, but to establish a new government, which should acknowledge no throne but the tribunal [authority] of the people. Lincoln accepted war to save the Union, the safeguard of our liberties, and re-established it on “indestructible foundations” as forever “one and indivisible.” To quote his own grand words:

“Now we are contending that this Nation under God, shall have a new birth of freedom; and that government of the people, by the people, for the people, shall not perish from the earth.” . . .

Source: William McKinley, Speech at the Marquette Club, Chicago, February 12, 1896, Nicolay and Hay, eds., *Complete Works of Abraham Lincoln*

6 According to William McKinley, what is *one* impact of President Abraham Lincoln’s actions on the United States?

Score of 1:

- States an impact of President Abraham Lincoln’s actions on the United States according to William McKinley

Examples: the Union was preserved; the ideals of the Declaration of Independence were proclaimed to a downtrodden race/to all people for all time; the Union was reestablished on indestructible foundations; the Union was saved; liberties were safeguarded; there was a new birth of freedom; government by the people did not perish from the Earth

Score of 0:

- Incorrect response
Examples: the Declaration of Independence was enforced against England; the states became independent; the federal union was formed; a new government was established
- Vague response that does not answer the question
Examples: there were grander results for mankind; revolutions became ordinary; he became a great name; he made things better
- No response

Document 7

Interview with Aaron Barkham, a coal miner in West Virginia

. . . It got bad in '29. The Crash caught us with one \$20 gold piece. All mines shut down—stores, everything. One day they was workin', the next day the mines shut down. Three or four months later, they opened up. Run two, three days a week, mostly one. They didn't have the privilege of calling their souls their own. Most people by that time was in debt so far to the company itself, they couldn't live.

Some of them been in debt from '29 till today [c. 1970], and never got out. Some of them didn't even try. It seem like whenever they went back to work, they owed so much. The company got their foot on 'em even now. . . .

Source: Studs Terkel, *Hard Times: An Oral History of the Great Depression*, Pantheon Books

7 According to this interview with coal miner Aaron Barkham, what was *one* problem faced by mine workers during the Great Depression?

Score of 1:

- States a problem faced by mine workers during the Great Depression as stated in this interview
Examples: the mines/stores shut down; most people were in debt to the company; when the mines reopened, they ran for fewer days; they/miners didn't have much money

Score of 0:

- Incorrect response
Examples: the miners got \$20 gold pieces; none of the mines reopened; coal mining ended in the United States
- Vague response that does not answer the question
Examples: it got bad in '29; they did not have privileges; it was hard work
- No response

Document 8a

. . . In the consistent development of our previous efforts toward the saving and safeguarding of our national life, I have continued to recognize three related steps. The first was relief, because the primary concern of any Government dominated by the humane ideals of democracy is the simple principle that in a land of vast resources no one should be permitted to starve. Relief was and continues to be our first consideration. It calls for large expenditures and will continue in modified form to do so for a long time to come. We may as well recognize that fact. It comes from the paralysis that arose as the after-effect of that unfortunate decade characterized by a mad chase for unearned riches and an unwillingness of leaders in almost every walk of life to look beyond their own schemes and speculations. In our administration of relief we follow two principles: First, that direct giving shall, wherever possible, be supplemented by provision for useful and remunerative [paid] work and, second, that where families in their existing surroundings will in all human probability never find an opportunity for full self-maintenance, happiness and enjoyment, we will try to give them a new chance in new surroundings. . . .

Source: Franklin D. Roosevelt, Address of the President, "Review of the Achievements of the Seventy-third Congress," June 28, 1934, FDR Library

8a According to President Franklin D. Roosevelt, what was *one* action needed to safeguard the life of the nation?

Score of 1:

- States an action needed to safeguard the life of the nation as expressed by President Franklin D. Roosevelt in this document
Examples: call for large/long-term expenditures for relief; give direct aid tied to useful/paid work; provide direct relief; create jobs; give families a new chance in new surroundings; spend government money to help people

Note: This question focuses on an action. A correct response must identify a specific action Franklin D. Roosevelt believed was needed.

Score of 0:

- Incorrect response
Examples: eliminate expenditures for relief; chase unearned riches; guarantee happiness/enjoyment
- Vague response that does not answer the question
Examples: follow two principles; recognize the fact; be consistent
- No response

Document 9

. . . But was the New Deal answer really successful? Did it work? Other scholarly experts almost uniformly praise and admire Roosevelt, but even the most sympathetic among them add a number of reservations. “The New Deal certainly did not get the country out of the Depression,” says Columbia’s William Leuchtenburg, author of *Franklin D. Roosevelt and the New Deal*. “As late as 1941, there were still 6 million unemployed, and it was really not until the war that the army of the jobless finally disappeared.” “Some of the New Deal legislation was very hastily contrived [planned],” says Williams College’s James MacGregor Burns, author of a two-volume Roosevelt biography. Duke’s James David Barber, author of *The Presidential Character*, notes that Roosevelt “was not too open about his real intentions, particularly in the court-packing episode.” . . .

After all the criticisms, though, the bulk of expert opinion agrees that Roosevelt’s New Deal changed American life substantially, changed it permanently and changed it for the better. While the major recovery programs like the NRA and AAA have faded into history, many of Roosevelt’s reforms—Social Security, stock market regulation, minimum wage, insured bank deposits—are now taken for granted. . . .

But what actually remains today of the original New Deal? Alexander Heard, 64, who is retiring soon as chancellor of Vanderbilt University, remembers working in the CCC as a youth, remembers it as a time when a new President “restored a sense of confidence and morale and hope—hope being the greatest of all.” But what remains? “In a sense,” says Heard, “what remains of the New Deal is the United States.”

Source: Otto Friedrich, “F.D.R.’s Disputed Legacy,” *Time*, February 1, 1982 (adapted)

9 According to this document, what were *two* effects of President Franklin D. Roosevelt’s New Deal policies on the nation?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* effect of President Franklin D. Roosevelt’s New Deal policies on the nation according to this document
Examples: Social Security benefits continue to help the citizens; the stock market is now regulated; there is a minimum wage; bank deposits are insured; a sense of confidence/ morale/ hope were restored to the nation; it changed American life permanently/substantially/for the better

Note: To receive maximum credit, two *different* effects on the nation must be stated. For example, *bank deposits are insured* and *money in banks is safer* 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: it ended unemployment; it did away with the Social Security system; the army disappeared; minimum wage was eliminated
- Vague response that does not answer the question
Examples: he had real intentions; there were scholarly experts; it changed things
- No response

United States History and Government
Content-Specific Rubric
Document-Based Question
August 2009

Historical Context: Historians who have evaluated presidential leadership have generally agreed that **George Washington, Abraham Lincoln, and Franklin D. Roosevelt** were great presidents because each successfully addressed a critical challenge faced by the nation during his administration.

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

- Describe a challenge that faced the nation during his administration
- Explain an action taken by the president to address this challenge
- Discuss the impact of this action on the United States

President George Washington

Key Ideas from Documents 1–3

Challenge Faced by Nation	Doc 1 —To avoid a frontierwide separatist movement Doc 1 and 2 —To enforce collection of federal taxes Doc 1 and 3 —To suppress the Whiskey Rebellion
Action Taken by President	Doc 1 —Nationalizing militiamen in New Jersey, Pennsylvania, Maryland, and Virginia Leading of troops by Washington to stop rebellion Doc 2 —Conveying militia’s objectives to commander and outlining objectives to be achieved
Impact of President’s Action	Doc 3 —Milestone in creation of federal authority achieved Violent resistance to laws successfully crushed by government Country will become more stable National government strengthened

Relevant Outside Information

(This list is not all-inclusive.)

Challenge Faced by Nation	Need for taxation to raise revenue (Hamilton’s Plan) View of taxation as unfair burden by western farmers because whiskey was a medium of exchange Threat to viability of national government by talk of western secession Threat to economic well-being of new nation by noncollection of new taxes
Action Taken by President	Exercising power as commander in chief
Impact of President’s Action	National government’s power to control western frontier demonstrated Precedent to resist organized violent opposition to law established New respect commanded by national government as opposed to weaknesses of Articles of Confederation Government’s heavy-handed approach criticized by Jeffersonians National debt addressed by tax revenue (establishing credit of the United States)

President Abraham Lincoln

Key Ideas from Documents 4–6

Challenge Faced by Nation	Doc 4 and 5 —To suppress combination of seceding states Doc 5 —To execute laws Doc 4 and 6 —To preserve the Union
Action Taken by President	Doc 5 —Activating militias of several states Communicating objectives to State authorities through the War Department Doc 6 —Accepting war to save the Union
Impact of President’s Action	Doc 6 —Union preserved Nation’s “indestructible foundations” reestablished Fulfillment of Declaration of Independence ideals proclaimed to a downtrodden race Government of the people, by the people, for the people preserved

Relevant Outside Information

(This list is not all-inclusive.)

Challenge Faced by Nation	Role of issues and events of the 1850s (abolition movement, Compromise of 1850, Northern nullification of Fugitive Slave Law, <i>Dred Scott</i> case, growth of Republican Party, “Bleeding Kansas”) Concern of slaveowners about future of slavery as balance of political power shifts to the North Lack of action by President Buchanan against seceding states Election of Lincoln in 1860 as a minority president Formation of Confederate States of America Firing on Fort Sumter by South Carolina Maintaining loyalty of border states
Action Taken by President	Deciding to reinforce Fort Sumter Reassuring South in First Inaugural Address Calling for volunteers to save the Union Establishing blockade, suspending habeas corpus, supervising voting in border states, requesting congressional passage of a draft law, issuing Emancipation Proclamation Encouraging North to continue fight for preservation of Union (Gettysburg Address) Emphasizing forgiveness and groundwork for reunion in Second Inaugural Address
Impact of President’s Action	Northern economy stimulated (railroads, banking, manufacturing) South economically devastated Federal supremacy established States rights proponents overwhelmed Federal government’s power expanded (13th, 14th, 15th amendments, Freedmen’s Bureau, Reconstruction programs) Northern political and economic dominance maintained Presidential power expanded Southern defiance/bitterness continued (Black Codes, Ku Klux Klan, Jim Crow laws, support for Democratic Party, Solid South)

President Franklin D. Roosevelt

Key Ideas from Documents 7–9

Challenge Faced by Nation	Doc 7 —To address the increase of unemployment in mining Doc 8 —To save and safeguard our national life To not permit anyone to starve
Action Taken by President	Doc 8 —Providing direct relief and paid work Giving families a new chance in new surroundings Working with Congress to design New Deal legislation (CWA, CCC, AAA, and others)
Impact of President’s Action	Doc 9 —American life changed for the better Many reforms became permanent economic fixtures (Social Security, stock market regulations, minimum wage, insured bank deposits) A sense of confidence, morale, and hope restored United States saved Jobs for unemployed created

Relevant Outside Information

(This list is not all-inclusive.)

Challenge Faced by Nation	1929 stock market crash triggering chain of events that exposed nation’s economic weaknesses (maldistribution of wealth, overproduction, underconsumption, banking policies, overexpansion of credit, international trade) Hunger, homelessness and demoralization as a result of business bankruptcies, unemployment, and pay cuts Worsening of economy between FDR’s election and inauguration
Action Taken by President	Using communication skills to reassure nation (1932 campaign, inaugural addresses, Fireside Chats) Choosing “brain trust” to help design legislation for economic recovery Calling Congress into special session and directing passage of legislation promoting “relief, recovery, and reform” (Hundred Days) Expanding role of government (facts and details about New Deal reform efforts) Attempting to increase Supreme Court membership to safeguard programs (details about court packing)
Impact of President’s Action	Unemployment declined Industrial production increased Agricultural prices increased Purchasing power of farmers and workers increased Confidence in nation’s financial institutions restored Federal government’s role in the economy expanded Precedents for deficit spending established Government involvement in the economy resented by business interests Presidential power expanded Labor union movement stimulated (Wagner Act, CIO) Democratic Party strengthened (farmers, workers, African Americans) More responsibility taken by government for well-being of individuals Threats to checks and balances perceived (court packing) Benefits of New Deal programs became long lasting (schools, tunnels, bridges, zoos, culture, dams, irrigation, conservation)

Scoring Notes:

1. This document-based question has a minimum of **six** components (a challenge that faced the nation during **each** of **two** president's administration, an action taken by **each** president to address the challenge, and the impact of **each** president's action on the United States).
2. Only two presidents should be chosen from the historical context. If three presidents are discussed, only the first two may be rated.
3. The impact of the president's action on the United States may be immediate or long term.
4. Challenges faced by these presidents that are not included in the documents may be used as outside information in the discussion (e.g., the institution of slavery and Lincoln, World War II and Franklin D. Roosevelt).
5. The response may discuss the impact of the president's action from a variety of perspectives as long as the position taken is supported by facts and examples.
6. For the purposes of meeting the criteria of using **at least four** documents in the response, documents 8a and 8b may be considered as separate documents **if** the response uses specific separate facts from each document.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by describing a challenge that faced the nation during the administration of **each** of **two** presidents, explaining an action taken by the president to address **each** challenge, and discussing the impact of **each** president's action on the United States
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Washington*: connects the farmers' refusal to pay the excise tax and their belief that Hamilton's financial plan to raise revenue discriminated against them to Washington's decision to use his commander in chief powers to enforce tax legislation to the establishment of the precedent that the national government would use military power within the United States to enforce federal laws; *Franklin D. Roosevelt*: connects the continuing effects of the stock market crash (rising unemployment, bank failures, and business bankruptcies) to the president's decision to call Congress into special session to the establishment of the precedent of government taking more responsibility for the economic and social welfare of the people during economic downturns
- Incorporates relevant information from **at least four** documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to presidential leadership (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *Washington*: Whiskey Rebellion; Federalists; national supremacy; Articles of Confederation; militia; frontier; *Franklin D. Roosevelt*: laissez-faire; New Deal; relief, recovery, reform; alphabet soup agencies; Great Depression; "forgotten man"; First Inaugural Address; Second Inaugural Address; Fireside Chats
- 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 president more thoroughly than for the second president *or* by discussing one aspect of the task less thoroughly than the other aspects of the task for both presidents
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Washington*: discusses the belief that the federal excise tax on whiskey was unfair to western farmers and discusses Washington's commitment to enforce federal law using troops to end the rebellion thereby strengthening the power of the federal government; *Franklin D. Roosevelt*: discusses the continuing effects of the stock market crash and discusses how New Deal policies that attempted to solve the problems of the Depression eventually led to an expansion of the economic role of the federal government
- 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

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

Holistic Scoring Reminder: This note applies only 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)
- 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** president 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
- 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.

When studying World powers, one may come to find that even though the United States is one of the youngest, it is still one of the most powerful. This has become a well-known fact due to the trials + tribulations of the Presidents that have led the country through troubled times to great success and overall prosperity. Some of the nation's most remembered Presidents include Abraham Lincoln and Franklin Delanor Roosevelt (FDR), two men who led the growing United States through a war within and a nation wide Depression, (respectively), and without their efforts, the United States may not be the powerful nation it is today.

Even before Abraham Lincoln took office, there was tension between the Northern and Southern States of America over the issue of slavery. However, it was the election of Lincoln into office that caused the time bomb of secession to explode and sever the nation into two separate countries, the Union, which consisted of mostly Northern states, and the Confederacy, which at first consisted of 7 Southern states. The Southern States were concerned that they had lost their voice in the national government and would soon lose their slaves. (Document 5) The initial secession would lead to more including the secession of North Carolina, Virginia, Arkansas, + Tennessee in 1861 after Lincoln's decision to resupply Fort Sumter. The Nation was at war when South Carolina responded by firing on the fort and Lincoln called for 75,000 volunteers.

Abraham was faced with a huge dilemma as the war dragged on. His moral conscience the next step to take was to free slaves nationwide due to his belief in freedom for all as well as needing man power to fight the South. However, there were states at stake if he made the decision to free all the slaves, Border ^{slave} states of Missouri, Kentucky, West Virginia, Maryland, and Delaware had not decided whether

to secede or not. Therefore, Lincoln had to put off his plan to free all the slaves until he secured the support of the border states for the Union for without them, the North would have been at a huge disadvantage & may have lost the Civil War.

Although Lincoln put his efforts towards preserving the Union first, emancipation of all slaves did come in 1865 at the end of the war. With the passage of the 13th amendment, Congress freed all slaves within the United States & reaffirmed the words of the Declaration of Independence which claimed that all men were created equal. (Document 6). With the man power of the North, the support of the border states, and making the war a moral cause, Lincoln helped win the war and reunited the states of America into one united nation, under God, forever.

When FDR took office he knew that he was going to be almost solely responsible for bringing the United States out of the darkness of the Depression. In 1929, the United States stock market crashed due to over speculation and easy credit and caused nation wide panic from Maine to California. Thousands upon thousands had lost work, some of the hardest hit being miners, factory workers, & farmers. Millions of dollars of debt plagued the unemployed & business owners. (Document 7) The world was in a depression & in need for a change for the better & they hoped FDR's election to office with his plans for a New Deal would be it.

The New Deal consisted of 3 "r's": relief, recovery, and reform, all of which came with many programs to bring about their meaning. FDR's first step was to alleviate the people's emotional starvation, pain, & concerns over debt with relief & recovery programs such as the PWA & CCC which provided work programs. (Document 8 & 9) Although these programs did not pay much and were short lived, FDR's reforms of Social Security, stock market regulation, minimum wage, and

insured bank deposits have thrived to this very day. (Document 8) FDR provided several programs for work + a chance for drought-stricken Dust Bowl farmers to start a new life. He gave the people of America a new chance of full self maintenance, happiness, and enjoyment of their replenished dignity. (Document 8) Although there are critics who try to say that the New Deal was not a full success because it did not solve all the problems of the Great Depression, what the New Deal initially did was provide hope + the promise of a better tomorrow which is essential in any time of hardship + chaos. (Document 8 + 9) It also stabilized the banking system + the stock exchange which gave people confidence to put their money back into banks and invest their money in the stock market.

As said before, there will always be critics. Critics will always be there to ~~put~~ question the effects of men who try to change their world. However, Abraham Lincoln + FDR can not be criticized for not trying their best. They succeeded in changing the United States in ways which it needed to survive + thrive to this very day. Although some of their achievements seem to have diminished as time has passed, what remains of their decisions + actions is essentially the United States. (Document 9)

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for Lincoln and Roosevelt
- Is more analytical than descriptive (*Lincoln*: his election caused the time bomb of secession to explode and the nation to sever into separate countries; he reaffirmed the Declaration of Independence which declared that all men were created equal; with the manpower of the North, the support of the border states, and making the war a moral cause, he helped reunite the states of America into one united nation; *Roosevelt*: he knew that he was going to be almost solely responsible for bringing the United States out of the darkness of depression; millions of dollars of debt plagued the unemployed and business owners; his first step was to alleviate the people's emotional pain, starvation, and concerns over debt with relief and recovery programs, such as the PWA and CCC, which provide work programs; critics say the New Deal was not a full success because it did not solve all the problems of the Great Depression)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (*Lincoln*: the Southern States were concerned that they had lost their voice in the national government and would soon lose their slaves; the nation was at war once South Carolina responded by firing on Fort Sumter; he had to put off his plan to free all slaves until he secured the support of the border states for the Union because without them the North would have been at a huge disadvantage and might have lost the Civil War; although he put his efforts toward preserving the Union first, emancipation of all slaves did come in 1865 at the end of the war; with the passage of the 13th amendment, Congress freed all slaves within the United States; *Roosevelt*: in 1929, the United States stock market crashed due to overspeculation and easy credit policies and caused a nationwide panic; the New Deal consisted of three R's: relief, recovery, and reform, all of which came with many programs; he provided programs for work and a chance for drought-stricken Dust Bowl farmers to start a new life; the New Deal stabilized the banking system and the stock exchange, which gave people confidence)
- Richly supports the theme with relevant facts, examples, and details (*Lincoln*: he called for 75,000 volunteers; his moral conscience told him the next step to take was to free slaves nationwide due to his belief in freedom for all as well as needing manpower to fight the South; *Roosevelt*: thousands upon thousands lost work and some of the hardest hit were miners and factory workers; his reforms of Social Security, stock market regulation, minimum wage, and insured bank deposits have thrived to this very day)
- Demonstrates a logical and clear plan of organization; includes an introduction that states both Lincoln and Roosevelt led the country to great success and overall prosperity and a conclusion that summarizes the success of both Lincoln and Roosevelt in changing the United States in ways needed to survive

Conclusion: Overall, the response fits the criteria for Level 5. A good historical chronology is demonstrated in the discussion of Lincoln's secession challenge and is indicative of an insightful knowledge of his presidency. The analysis of the impact of both Lincoln's and Roosevelt's actions demonstrates an understanding of each time period and interweaves outside information with document interpretation.

Greatness stems from an individual's ability to clearly see a problem and make tough decisions necessary to solve the problem. Greatness is rarely achieved in one's own time. In history, there is a general consensus that some of the greatest presidents, which include among the ranks, George Washington and Abraham Lincoln, were great leaders. The decisions that these men made as presidents assured their greatness when they successfully dealt with the challenges thrown their way. The achievements of these presidents continue to be respected and acknowledged as great even though they may not have achieved presidential greatness necessarily during their presidency.

During the reign of Washington's presidency, Washington faced many challenges such as setting a precedent for future presidents, in foreign and domestic policy. His decision to proclaim neutrality in 1793 and his statement about isolationism in his Farewell Address were early foreign policy precedents. Domestically, the most notable of challenges Washington had to face, was the Whiskey Rebellion which resulted from Hamilton's tax policies and his financial plan. An insurrection occurred when western Pennsylvanians refused to pay the excise tax on spirits and made an advance on Pittsburgh, threatened residents, and proliferated violence (Doc. 1). These citizens thought the tax discriminated against farmers and the plan benefited only the wealthy. This rebellion spread like wildfire to Maryland and other surrounding states. Washington had a rebellion on his hands, and feared for the fledgling country's life. As a result, Washington ordered militia to crush the insurrection, to force the rebels to pay the excise tax (Doc. 2). This rebellion was fostered by the mere fact that the citizens did not think it fair that the government levied a tax on a western

economic necessity and because the tyranny of the British was still freshly emblazoned in the Americans' minds. President Washington's militiamen crushed the rebellion with little resistance. Washington's use of federal power and use of federal authority, showed the true might of the infant government (Doc. 3). The result of Washington's decision to send troops showed just how much power the government could wield and that this government had a greater strength and greater power than any previous attempts at governing, such as the Articles of Confederation. The result of Washington's action set the standard for his successors to use the government as an enforcement and a unifying agent.

An even greater testament in the use of governmental power, stemmed from the presidency of Abraham Lincoln. Abraham Lincoln's presidency was the first and only presidency consumed and defined by a civil war - the American Civil War. Tensions over states rights, the ability of a state to decide if it will obey a federal law, the protective tariffs that seemed to favor the North's economy over the South economy, and Northern nullification of the Fugitive Slave Law, threatened to undermine Southern interests. These tensions came to a head when Lincoln was elected president. Slowly southern states began to secede from the Union, South Carolina being the first state to leave, followed by ~~Mississippi~~, Mississippi, Florida, Alabama, Georgia, Louisiana and Texas (Doc. 4). Then, the final straw came, when Lincoln decided to send provisions to the Union held Fort Sumter and South Carolina military ordered the firing on the fort. After the attack at Fort Sumter, Arkansas, Tennessee, North Carolina, and Virginia left to join the Confederacy. Lincoln now faced a civil war, that seemed

unavoidable and grim. As president, Lincoln had to make the executive decision to send troops to fight this war (Doc. 5). Lincoln's original intention on the issue of slavery, was that it should be confined, not completely abolished, but as the war continued, Lincoln began to see that the evils of slavery, best illustrated in Harriet Beecher Stowe's Uncle Tom's Cabin, had to be addressed as a moral issue. Lincoln issued the Emancipation Proclamation, which freed states in the still rebelling southern states, and helped earn him the name, "The Great Emancipator." Lincoln's actions proclaimed the power of the federal government, but also illustrated the hope and belief in American liberties, The protection of the downtrodden (Doc. 6). The effects of his actions, united a disjunct country and began to reverse the tide of slavery.

Greatness is the ability to face a challenge head on and both President Washington and President Lincoln faced the country's problems head and ran into them with all their might. These two men demonstrated the power of the federal government and the power that can be wielded by a president in time of crises. Their actions had many long term impacts on the country and how we Americans enjoy our personal freedom.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for Washington and Lincoln
- Is more analytical than descriptive (*Washington*: an insurrection occurred when western Pennsylvanians refused to pay the excise tax; he feared for the fledgling country's life; his militiamen crushed the rebellion with little resistance; the results of his decision to send troops showed how much power the government could wield; his actions set the standard for his successors to use the government as an enforcement and unifying agent; *Lincoln*: faced a civil war that seemed unavoidable and grim; made the executive decision to send troops to fight the war; his actions proclaimed the power of the federal government over the states but also illustrated the hope and belief in American liberties and the protection of the downtrodden; the effects of his actions united a disjointed country and began to reverse the tide of slavery)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (*Washington*: set a precedent for future presidents in foreign policy; Whiskey Rebellion resulted from Hamilton's tax policies and financial plan; rebellion was fostered by citizens who did not think it fair that the government levied a tax on a western economic necessity; tyranny of the British was still freshly emblazoned in American minds; his decision showed that this government had a greater strength and power than any previous attempts at governing; *Lincoln*: his was the first and only presidency consumed and defined by a civil war—the American Civil War; tensions over states' rights, protective tariffs that seemed to favor the North's economy over the South's economy, and Northern nullification of the Fugitive Slave Law threatened to undermine Southern interests; final straw came when he decided to send provisions to the Union-held Fort Sumter; his original intention on the issue of slavery was that it should be confined, not completely abolished; as the war continued, he began to see that the evils of slavery, best illustrated in Harriet Beecher Stowe's *Uncle Tom's Cabin*, had to be addressed as a moral issue; he issued the Emancipation Proclamation which earned him the name "Great Emancipator")
- Richly supports the theme with relevant facts, examples, and details (*Washington*: ordered militia to crush the insurrection to force the rebels to pay the excise tax; *Lincoln*: slowly Southern States began to secede from the Union, South Carolina being the first state to leave followed by others)
- Demonstrates a logical and clear plan of organization; includes an introduction that states greatness stems from an individual's ability to see a problem and make the tough decisions and a conclusion that states that Washington's and Lincoln's actions demonstrated the power of the federal government and the power of the presidency

Conclusion: Overall, the response fits the criteria for Level 5. Historical references to British tyranny, the Articles of Confederation, and Hamilton's economic plan in the evaluation of Washington and national tensions, as well as Lincoln's change of opinion about slavery, establish a strong case for precedents and the power of the federal government over the states. Document interpretation, analysis, and outside history are integrated effectively to reinforce the nature of each president's leadership.

Presidential leaders can change America in so many ways & can have profound impacts on the country for many years to come. These leaders tend to show their strengths during times of challenge faced during their administration. Two of the presidents seem to ultimately stand out due to their brave & courageous leadership. These two presidents being Abraham Lincoln & Franklin D. Roosevelt.

During the Presidential Election of 1860, the question of slavery & what to do about it was strongly present. Abraham Lincoln, a senator from Illinois & a Republican was on the ballot & believed that slavery should be prevented in new territories but left alone in states where it already existed. In the South, however, Lincoln was seen as an abolitionist and kept off the ballot in many states. This election angered the South so one month after he was elected, South Carolina seceded from the Union. Soon after this bold move, it did not take long for others to make this same choice. In less than a year 10 other southern states seceded, forming what was known as the Confederate States of America with their own President. (Doc 4). Lincoln's priority had become the preservation of the Union proving that majority rule and Republican government could survive. Because he had considered the secession an attack on the rest of the country he called for the militia which started the Civil War. His

Reasons for this included the enforcement of federal laws + to suppress the south's confederacy + return them to the Union. (Doc 5) He knew that a long war was inevitable, + that the Union would have to win. In order to preserve the Union that the founding fathers had created, Lincoln's deciding to use force against the south showed that he was willing to accept war as the only option to save the Union, + protect our liberties. His action of reestablishing the Union on "indestructible foundations" as forever "one + indivisible" allowed future generations to live in a strong united Democratic nation. (Doc 6).

When Franklin Delano Roosevelt was elected to the presidency in 1932 + took office in '33, the Great Depression had reached its lowest point. Former President Hoover's plan of allowing private charities to help the unemployed had not helped very much. In FDR's first address to the nation + to Congress he represented ideas for helping the nation which later became known as the New Deal. The New Deal consisted of many domestic reforms which eventually allowed the nation to get back on its feet. In the first "Hundred Days" of his administration, FDR worked on the first "R" of the "Three R's" of his recovery program: relief. FDR claimed that "any Government dominated by the humane ideals of democracy is the simple principle that in a land of vast resources no one should be permitted to starve." (Doc 8a) Relief meant that he

would set up government agencies to help the needy. FDR's first order of business was to reform institutions like banks + the stock market, forming agencies like the Federal Deposit Insurance Corporation (FDIC) + the Securities + Exchange Commission (SEC) to make these institutions safer. He also formed agencies to provide work for the unemployed including the Civilian Conservation Corps (CCC) + Works Progress Administration (WPA). (Doc 8b). However, even though FDR created many of these short term agencies that seemed to have just disappeared; he also began major reforms that are still in use today, leaving a profound impact on American economic life. Some of the lasting reforms he made include social security, stock market regulation, minimum wage + insured bank deposits. FDR's New Deal truly restored a sense of confidence, morale, + hope to the U.S. + according to Otto Friedrich, "what remains of the New Deal is the United States." (Doc 9)

These two presidential leaders had a lasting impact on the U.S. because of the actions they took to deal with the challenges that faced them. Abraham Lincoln faced the separation of his Union with its people fighting against one another. Franklin D. Roosevelt faced the worst economic depression the country has ever seen. Despite these two horrible events, two amazing leaders emerged.

Anchor Level 4-A

The response:

- Develops all aspects of the task for Lincoln and Roosevelt but does so somewhat unevenly by discussing the impact less thoroughly than the other aspects
- Is both descriptive and analytical (*Lincoln*: it did not take long for other states to make the same choice; his priority had become the preservation of the Union; he considered secession an attack on the rest of the country; his decision to use force against the South showed that he was willing to accept war as the only option to save the Union and protect our liberties; his action of reestablishing the Union on “indestructible foundations” as forever “one and indivisible” allowed future generations to live in a strong, united democratic nation; *Roosevelt*: the New Deal consisted of many domestic reforms which eventually allowed the nation to get back on its feet)
- Incorporates relevant information from documents 4, 5, 6, 8, and 9
- Incorporates relevant outside information (*Lincoln*: during the presidential election of 1860, the question of slavery and what to do about it was strongly present; he believed slavery should be prevented in new territories but left alone in states where it already existed; he was seen as an abolitionist by the South; his election angered the South; he wanted to prove that majority rule and republican government could survive; he knew a long war was inevitable and that the Union would have to win to preserve the Union that the founding fathers had created; *Roosevelt*: the Great Depression had reached its lowest point when he took office; former President Hoover’s plan of allowing private charities to help the unemployed had not helped very much; his first address to the nation and to Congress presented ideas for helping the nation; in the first Hundred Days of his administration, Roosevelt worked on the first “R” of the “Three R’s” of his recovery program; his first order of business was to reform institutions like banks and the stock market forming agencies like the FDIC and the SEC; agencies such as the CCC and WPA provided work for the unemployed)
- Supports the theme with relevant facts, examples, and details (*Lincoln*: one month after his election, South Carolina seceded from the Union; *Roosevelt*: his plan to help the nation became known as the New Deal; relief meant government agencies would be set up to help the needy; he began major reforms that are still in use today; some of the lasting reforms that he made include Social Security, stock market regulation, minimum wage, and insured bank deposits; his New Deal restored a sense of confidence, morale, and hope to the United States)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states events facing Lincoln and Roosevelt were horrible but their actions helped make them amazing leaders

Conclusion: Overall, the response fits the criteria for Level 4. Specific historical references to political history are used to introduce both Lincoln’s and Roosevelt’s challenges, while the explanation of their actions relies more on document information. Quotations from the documents are used effectively as concluding statements; however, the lack of development of the impact of presidential actions limits the response.

It has been very important for the Presidents of the United States to take a stand when the country faces a major crisis. Although there are many appropriate examples, two significant presidents, known for bringing the country through the harsh times, are Abraham Lincoln and Franklin D. Roosevelt.

During Lincoln's term, there was a lot of ~~controversy~~ ~~over~~ controversy over the issue of slavery. The issue grew so big, that the country split in half over the conflict when the South seceded because they thought Lincoln would end slavery. (Doc. 4). Lincoln was not an abolitionist but he was willing to do what was necessary in order to keep the Union together. He sent troops to enforce the appropriate laws, because he was willing to use his presidential powers to achieve his goal of reunifying the country. Lincoln helped to promote peoples' liberties that were being violated (Doc. 6), while fighting for the Union. Lincoln also stood up for the African Americans in the country, whose rights were being violated every day. When hope for a Union victory was fading after three years of war Lincoln gave new hope to the people and hope for equality in his Gettysburg Address, assuring the North that their sacrifice would keep the country as one. In 1865, the Union finally defeated the Confederacy. The results of Lincoln's actions were a country that was no longer divided,

and the beginning of the rights for a race that was once enslaved.

The Great Depression began during the presidency of Herbert Hoover and the presidency of Franklin D. Roosevelt had to deal with a worsening crisis. It was devastatingly hard times for almost everyone in America, but Roosevelt eventually helped them through it. In 1929, the stock market crash resulted in unemployment for many in America (Doc. 7). People could not get work and they could not support their families. Hoover had felt that the people should not be given direct aid but Roosevelt did. Roosevelt also set up federal programs such as the WPA and CCC that helped give work to the unemployed, so they could earn wages (Doc 8a + 8b). Roosevelt's New Deal program set up many reforms that helped the country through the depression. These reforms included Social Security, which helped the elderly and the disabled, stock market regulation, minimum wage, which helped people make a secure earning, and ensured bank deposits (Doc. 9). A lasting impact of Roosevelt's presidency was that some of the New Deal reforms have helped prevent another Great Depression. He also helped the people through the Great Depression by letting them know on the radio and in speeches that the country would get through the hard times and they would too.

When a major crisis occurs in the United States, the government should be there to get the people to a more safe and

prosperous time. Many of the presidents in United States history, including Lincoln and Roosevelt, have come through and accomplished that goal for the people of America,

Anchor Level 4-B

The response:

- Develops all aspects of the task for Lincoln and Roosevelt but does so somewhat unevenly by discussing the impact less thoroughly than the other aspects
- Is both descriptive and analytical (*Lincoln*: was willing to do what was necessary in order to keep the Union together; helped promote liberties that were being violated; *Roosevelt*: in 1929, the stock market crash resulted in unemployment for many in America; some of the New Deal reforms helped prevent another Great Depression)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Lincoln*: the South seceded because they thought Lincoln would end slavery; he was not an abolitionist; he was willing to use his presidential powers to achieve his goal of reunifying the country; he stood up for African Americans whose rights were being violated every day; when hope for a Union victory was fading after three years of war, Lincoln gave hope to the people and hope for equality in his Gettysburg Address; he assured the North that their sacrifice would keep the country as one; in 1865, the Union finally defeated the Confederacy; the results of his actions were a country that was no longer divided and the beginning of rights for a race that was once enslaved; *Roosevelt*: the Great Depression began during the presidency of Herbert Hoover and the presidency of Franklin D. Roosevelt had to deal with the worsening crisis; Hoover felt that the people should not be given direct aid but Roosevelt did; Roosevelt also set up federal programs such as the WPA and CCC that helped give work to the unemployed so that they could earn wages; he helped people through the Great Depression by letting them know on the radio and in speeches that the country would get through hard times)
- Supports the theme with relevant facts, examples, and details (*Lincoln*: the country split in half over the conflict; he sent troops to enforce the laws; *Roosevelt*: people could not get work and they could not support their families; his New Deal program set up many reforms that helped the country through the Depression; Social Security; minimum wage; bank deposits were insured)
- Demonstrates a logical and clear 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 4. Although some good historical references are made throughout the response, further explanation and more document analysis would enhance the discussion. The strength of the response is the evaluation of Lincoln's leadership which historically establishes the controversy over slavery as a cause for secession and follows the strand of liberty and equality as important aspects for preserving the Union.

Throughout history, historians have debated over who the strongest leaders of this nation have been. Two names that often arise in these debates are George Washington and Abraham Lincoln. Both embodied a strong sense of leadership by maintaining their convictions and providing excellent leadership in times of crisis. George Washington and Abraham Lincoln were, according to many historians, two of the greatest presidents in the history of the United States.

As the first president of the U.S.A, George Washington had a lot on his hands. The unanimously elected president was faced with the job of being the first to interpret the Constitution, and to lead the people of the fragile new nation. In July of 1794, this new nation was put to the test when citizens in Pennsylvania rebelled against an excise tax on whiskey. (Document 1) These farmers were upset because it was cheaper for them to ship their corn crop as whiskey than it was for them to ship it as corn. They felt that this tax was unfair and therefore chose to rebel in what became known as the Whiskey Rebellion. Concerned with the well being of the new nation, George Washington ordered that the military be sent in to take control of the situation. (Document 2) Washington's purpose of sending in troops was not only to suppress the rebellion, but also to enforce the execution

of the law. In his response to the Whiskey Rebellion, George Washington showed that the federal government was fully capable of nipping civilian uprising in the bud. This was a change from the weak federal government under the Articles of Confederation which had not been strong enough to end Shays' Rebellion. (Document 3) This idea of the strength of the federal government would act as a distinct precedent for later presidents to look back on and learn from.

One such president was Abraham Lincoln. The first Republican president, Lincoln was faced with many issues throughout the time of his presidency. Quite possibly the most important issue that Lincoln was faced with was the Civil War, and the secession of nearly a dozen states from the Union. (Document 4) Following the precedent set by Washington, Lincoln also employed the use of the militia in order to preserve the Union. (Document 5) ~~States were~~ When the border states were secured and pressure from Radical Republicans increased, he became more willing to deal with the issue of slavery. As the issue of the war shifted to the issue of slavery Lincoln's war goals shifted with it, further proving his strong leadership. He issued the Emancipation Proclamation bringing about

the beginning of freedom for the slaves and later followed with support for the 13th amendment. Besides preserving the Union, Lincoln gave the nation "a new birth of freedom." (Document 6)

There is no doubt that the United States of America has been shaped into what it is now by the endless efforts of its forefathers. These men proved themselves in times of trial and major crisis by courageously leading the nation by solving problems and keeping the nation together. It is clear that the two of the greatest presidents were George Washington and Abraham Lincoln. These men truly embody greatness.

Anchor Level 4-C

The response:

- Develops all aspects of the task for Washington and Lincoln but does so somewhat unevenly by discussing the impact less thoroughly than the other aspects
- Is both descriptive and analytical (*Washington*: was the first to interpret the Constitution and lead the people of the fragile new nation; he showed that the federal government was fully capable of nipping civilian uprising in the bud; the strength of the federal government would act as a distinct precedent for later presidents to look back on and learn from; *Lincoln*: he learned from the precedent set by Washington; as the issue of the war shifted to the issue of slavery, his war goals shifted with it further proving his strong leadership)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*Washington*: farmers were upset because it was cheaper for them to ship their corn crop as whiskey; farmers felt that the excise tax was unfair; his action was a change from the weak federal government under the Articles of Confederation which had not been strong enough to end Shay's Rebellion; *Lincoln*: the most important issue that he faced was the Civil War; when border states were secured and pressure from Radical Republicans increased, he became more willing to deal with the issue of slavery; he issued the Emancipation Proclamation bringing about the beginning of freedom for some slaves and later followed with support for the 13th amendment)
- Supports the theme with relevant facts, examples, and details (*Washington*: new nation was put to the test when citizens in Pennsylvania rebelled against an excise tax on whiskey in the Whiskey Rebellion; he ordered that the military be sent in to take control of the situation; his purpose in sending troops was not only to suppress the rebellion but also to enforce the execution of the law; *Lincoln*: nearly a dozen states seceded from the Union; he employed the use of the militia in order to preserve the Union)
- Demonstrates a logical and clear plan of organization; includes an introduction that states both Washington and Lincoln embodied a strong sense of leadership by maintaining their convictions and a conclusion that states both Washington and Lincoln proved themselves by solving problems and keeping the nation together

Conclusion: Overall, the response fits the criteria for Level 4. However, additional factual support of document interpretation and the inclusion of more facts and details in the discussion would improve the evaluation of presidential leadership. The historical analysis of the impact of Washington's action regarding the creation of a stronger federal government and Lincoln's action leading to a change in war goals demonstrates a good understanding of each example of presidential leadership.

Presidents come and go. Some are forgotten; others idealized. Two presidents in particular, George Washington and Franklin Roosevelt, had faced massive challenges during their administration. Each president had addressed a critical challenge and did their best to try solve them.

The original 13 states had just ratified the constitution and the experiment of American democracy had begun. America was a new born calf, wobbly and timid. Under Washington's presidency, the government had its first dilemma. Whiskey makers in Pennsylvania became rebellious after an excise tax hindered their business (Doc1). The first president and the first rebellion under the constitution led to Washington's decision to mobilize an army to squash the rebellion (Doc2). Whether Washington knew it at the time or not, he had given faith and stability to the fledgling government (Doc3). He had also helped define the powers of the president in the untested constitution to mobilize armed forces against his own people. A precedent that was used later by Lincoln.

Franklin Roosevelt became president during the midst of the Great Depression. Over production, debt, and speculation during the 1920s plunged the country into one of

the greatest national economic challenges ever experienced in American history. FDR won the election of 1932 in a landslide victory over Herbert Hoover with the promise of saving the country. Once in office he began to experiment with setting up government agencies to help solve the crisis (Doc 8b). Agencies like FERA, CCC, and NRA attempted to offer relief to the public with jobs in conservation, and hopes for businesses. All of FDR's experiments did not work; the NRA & AAA never were able to blossom and were declared unconstitutional by the Supreme Court. But still, some of FDR's plans (Social Security, FDIC, and SEC) survive today (Doc 9). They have become part of American life and have left their mark on society.

Most American presidents tend to fade from public eye after their terms are up. The truth of the matter is that only the outstanding presidents are remembered. Washington led the nation establishing precedent and ensuring security in the government; FDR faced the Great Depression and World War II. They accepted their challenges and fought tooth and nail to win them. That is why they're remembered.

Anchor Level 3-A

The response:

- Develops all aspects of the task with little depth for Washington and Roosevelt
- Is both descriptive and analytical (*Washington*: the government had its first dilemma since the original thirteen states had ratified the Constitution and the experiment of American democracy had begun; whether he knew at the time or not, he had given faith and stability to the fledgling government; he helped define the powers of the president in the untested Constitution to mobilize armed forces against his own people; his action was a precedent that has been used throughout American history; *Roosevelt*: once in office he began to experiment with setting up government agencies to help solve the crisis; all of his programs did not work; some of his plans have become part of American life and have left their mark on society)
- Incorporates some relevant information from documents 1, 2, 3, 8, and 9
- Incorporates some relevant outside information (*Washington*: whiskey makers in Pennsylvania became rebellious after an excise tax hindered their business; *Roosevelt*: overproduction, debt, and speculation during the 1920s plunged the country into one of the greatest national economic challenges ever experienced in American history; he won the election of 1932 in a landslide victory over Herbert Hoover with the promise of saving the country; agencies were set up to offer relief to the public, jobs in conservation, and hopes for businesses; the NRA and AAA were never able to blossom and were declared unconstitutional by the Supreme Court)
- Includes some relevant facts, examples, and details (*Washington*: made the decision to mobilize an army to squash the rebellion; *Roosevelt*: became president during the midst of the Great Depression; agencies such as FERA, CCC, and NRA were set up; some of his plans such as Social Security, FDIC, and SEC survive today)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that discusses why Washington and Roosevelt are remembered

Conclusion: Overall, the response fits the criteria for Level 3. While some additional details are used to describe Roosevelt's challenge, few facts and details are used in the development of Washington's challenge and the action he took to resolve the Whiskey Rebellion. However, the constitutional references supporting the discussion of the impact of each presidential action are thoughtful and add to the response.

Presidents Franklin D. Roosevelt and Abraham Lincoln seemed to illustrate the famous quote "government of the people, by the people, for the people". Both of these men were faced with difficult challenges during their time as president. Their actions have had a lasting affect on our nation which have held the nation together.

"United we stand Divided we fall" describes Lincoln's attitude about the United States during the early 1860's. Abraham Lincoln faced a nation divided over the issue of slavery as it entered and raged in a civil war. Document 4 shows the seceding states, and how divided the U.S. was. Lincoln had to make unimportant decisions to avoid having the nation fall apart permanently. Document 5 shows one decision Abraham Lincoln made to try and fix the problem of Southern opposition to laws. Lincoln ordered 75,000 militamen to enforce laws in the states of South Carolina, Georgia, Alabama, Florida, Mississippi, Louisiana, and Texas. This meant a civil war.

Lincoln accepted war in order to keep the United States together. (Doc. 6) Had Lincoln not called for war and enforced laws, the United States might still be divided into the Confederacy and the Union, with slavery still ^{existing} ~~existing~~ in the South.

Franklin D. Roosevelt faced a more unique challenge than that of other presidents. Document 7 implies the stock market

Crash in 1929. This was the start of the Great Depression.

Too many people bought stocks on margin and when the stocks dropped, they couldn't pay their debts. Many factories closed. With almost 25% of the American population ~~unemployment~~ ^{unemployed}, people stopped buying leisure goods, and more people were laid off. This was a vicious cycle that had to be fixed, after President Hoover's trickle down policy failed, Roosevelt entered the stage with a huge serving of problems.

Roosevelt came up with the New Deal as shown in Document 8a and b. The New Deal consisted of plans and associations that would help Americans get food, and jobs. Another part of the New Deal was the three R's: Relief, Recovery, and Reform. These were Roosevelt's ideas on giving Relief to the population, Recovering the economy, and Reforming the government to allow it more power to regulate the stock market and banking.

Roosevelt held "fireside chats" to boost people's confidence, and also declared "Bank holidays" so as to only allow qualified and stable banks to reopen to the public and set up the FDIC to insure people's savings.

Document 9 discusses how Roosevelt helped boost people's morale and confidence. He also created programs such as Social Security and SEC that are still in place today. Roosevelt helped to bring about an end to the Depression, even though WWII was the last pull needed to get us out of the Depression.

Presidents Lincoln and Roosevelt both faced hard decisions that have had lasting effects on our nation. Lucky for us, we had such competent and intelligent presidents to pull us out of hard times. Fortunately both Presidents were able to pull us out of hard times and return us to united and economic normalcy.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth for Lincoln and Roosevelt
- Is more descriptive than analytical (*Lincoln*: his attitude about the United States during the early 1860s was “United we stand, Divided we fall”; he had to make important decisions to avoid having the nation fall apart permanently; he tried to fix the problem of Southern opposition to laws; he accepted war in order to keep the United States together; *Roosevelt*: wanted to give relief to the population and help the economy to recover; he helped bring an end to the Depression even though World War II was the last pull needed to get us out of the Depression)
- Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Lincoln*: he faced a nation divided over the issue of slavery as it entered and raged in a civil war; his actions meant a civil war; had he not called for war and enforced the laws, the United States might still be divided into the Confederacy and the Union with slavery still existing in the South; *Roosevelt*: the stock market crashed in 1929 and was the start of the Great Depression; too many people bought stocks on margin and when the stocks dropped they could not pay their debts; with almost 25 percent of the American population unemployed, people stopped buying leisure goods and more people were laid off; after President Hoover’s trickle down policy failed, Roosevelt entered the stage with a huge serving of problems; Relief, Recovery, and Reform were part of the New Deal; he wanted to reform the government to allow it more power to regulate the stock market and banking; he held Fireside Chats to boost people’s confidence; he declared Bank Holidays to allow only qualified and stable banks to open; he set up the FDIC to insure peoples’ savings)
- Includes some relevant facts, examples, and details (*Lincoln*: the seceding states show how divided the United States was; he ordered militiamen to enforce laws in Southern States; *Roosevelt*: many factories closed; he came up with the New Deal, consisting of plans that would help Americans get food and jobs; he also created programs such as Social Security and the SEC that are still in place today)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that state the actions of both Lincoln and Roosevelt have had lasting effects on the nation

Conclusion: Overall, the response fits the criteria for Level 3. While the discussion of Lincoln and secession is dominated by document information, the discussion of Roosevelt and the Depression demonstrates a good economic understanding of the time period. The impact of each presidential action is primarily document-driven and opportunities to expand on good statements are missed.

In many ways, history creates greatness. After analyzing past events, historians can create a persona of either good or bad. Presidents Lincoln and Roosevelt faced monumental tasks which, due to their policies and actions, were tackled successfully.

When in 1860 Abraham Lincoln won the presidency, it was thrust upon him a great undertaking. After years of Southern and Northern disagreements over states rights, the Union was split in two when the South decided to leave and become independent (Doc 4). Shortly after, President Lincoln devised a plan set on reunification when he called the Union's militia to enforce the laws and bring the South back into the Union (Doc 5). After a bloody civil war, President Lincoln called for a "10% Plan" to reunite the South who, due to the Emancipation Proclamation and the 13th amendment, had lost their slaves. He was assassinated by John Wilkes Booth while attending a play and Reconstruction had to be completed by his successors.

To jump ahead in time, historians agree that the general prosperity, laissez-faire, and overspeculation in the Stock Market during the Roaring Twenties was the cause of the Great Depression. After experiencing hardship and a failure to solve the problems caused by the Depression under Herbert Hoover, the United States put their trust into the Democrat Franklin D. Roosevelt. During Hoover's presidency, things graduated from bad to worse (Doc 7). Roosevelt took office

and proposed the three R's which he believed would carry the country back into Prosperity. He, within his famous "Hundred Days", implemented a number of programs that focused on relief, recovery and reform and more government involvement in the economy (8a). He was not afraid to dip the U.S. into a little bit of socialism because the problem was too big for people or states to solve on their own (Doc 8b) He served 3 terms as president; and, like all presidents, some of his plans and policies during those years worked and eased the suffering of people in the United States.

In all, both President Abraham Lincoln and President Franklin D. Roosevelt showed the United States that democracy can triumph in even the worst situations. Whether it is the need for legislation and government spending or military power, these two individuals have set precedents which have been virtually unsurpassable. Few presidents can be associated with true greatness but Lincoln and FDR certainly qualify.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth for Lincoln and Roosevelt
- Is more descriptive than analytical (*Lincoln*: a great undertaking was thrust upon him when he won the presidency in 1860; he devised a plan of reunification and brought the South back into the Union; *Roosevelt*: some of his plans eased the suffering of people in the United States)
- Incorporates some relevant information from documents 4, 5, 7, and 8
- Incorporates relevant outside information (*Lincoln*: after years of Southern and Northern disagreements over States rights, the Union was split in two when the South decided to leave and become independent; after a bloody civil war, he called for a “Soft Plan” to reunite the South; due to the Emancipation Proclamation and the 13th amendment, the South had lost their slaves; Reconstruction had to be completed by his successors; *Roosevelt*: general prosperity, laissez-faire, and overspeculation in the stock market during the Roaring Twenties was the cause of the Great Depression; after experiencing hardship and failure to solve the problems caused by the Depression under Hoover, the United States put their trust in Democrat Franklin D. Roosevelt; during Hoover’s presidency, things graduated from bad to worse; Roosevelt proposed the three R’s which he believed would ease the country back into prosperity; his famous Hundred Days implemented a number of programs that focused on relief, recovery, and reform and more government involvement in the economy; he was not afraid to dip the United States into a little bit of socialism because the problem was too big for people or the states to solve on their own)
- Includes some relevant facts, examples, and details (*Lincoln*: he called the Union’s militia to enforce the laws; *Roosevelt*: some of his plans worked)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states Lincoln and Roosevelt set precedents which have been virtually unsurpassable

Conclusion: Overall, the response fits the criteria for Level 3. While the inclusion of States rights, Southern independence, and Roaring Twenties economics indicates a historical understanding of the challenges faced by Lincoln and Roosevelt, a limited use of supporting facts and details weakens the discussion. Although document analysis could be expanded, conclusions throughout the response are good.

George Washington and Abraham Lincoln were two of the greatest presidents of the United States. Unlike other presidents, both were put to a hard test and was push to their limits.

George Washington, the first American president. George Washington wasn't only famous for being the first president, but he was tested to see if the American government and its people will work. One example was the Whiskey rebellions. Many despised tax on whiskey, so the people gather up and started to rebel. Rebellion against the government was great in size and it affect other places to join the rebellion too. George Washington, seeing this major problem gathered up an army of 12,950 men from New Jersey, Pennsylvania, Maryland and Virginia. George Washington ordered the troops to suppress and abolish the rebellion, and also enforce the law with the army also. This event was a major test to the American Government. To prove its national government's powers and authority.

Abraham Lincoln was another great president of the United States. He was also put through a test of havoc on the nation. During Abraham Lincoln's period, the nation was in chaos. Chaos between the North and the South. North was anti-slavery^{and} industrialized, ~~and~~ while the South was pro-slavery and agricultural. The two just don't fit together. ~~After~~ After shots were fired at Fort Sumter, the ~~war~~ civil war began. The South seceded from the North and formed the Confederate States. In the beginning, Lincoln always wanted to preserve the union, but now since the South seceded, which is against the law, Abraham Lincoln is officially against the South now. After dreadful years of the civil war, the North have beaten the south and unify the country once again.

Both presidents was ones of American's greatest. George Washington facing the first problem as an independent country and Abraham Lincoln facing the problem of 2 countries within one; the North and South. The 2 hardest tests was tested on the 2 greatest presidents.

Anchor Level 2-A

The response:

- Develops most aspects of the task for Washington and Lincoln
- Is primarily descriptive (*Washington*: was tested to see if the American government and its people would work; many despised the tax on whiskey; the rebellion was a major test to the American government and proved its powers and authority; *Lincoln*: in the beginning, Lincoln wanted to preserve the Union; since the South seceded, Lincoln was officially against the South)
- Incorporates limited relevant information from documents 1, 2, 3, 4, and 6
- Presents little relevant outside information (*Lincoln*: North was industrialized and the South was agricultural; after shots were fired at Fort Sumter, the Civil War began; the South formed the Confederate States; after the dreadful years of the Civil War, the North beat the South and the country was unified once again)
- Includes few relevant facts, examples, and details (*Washington*: people gathered and started to rebel against the tax on whiskey; he gathered an army of men; he ordered the troops to suppress the rebellion and enforce the law; *Lincoln*: the South seceded from the North)
- Demonstrates a general plan of organization; includes an introduction that states both presidents were put to a hard test and pushed to their limits and a conclusion that mentions the challenges faced by both presidents

Conclusion: Overall, the response fits the criteria for Level 2. Some outside information is incorporated in the discussion about Lincoln. However, the impact of Washington's action appears as a brief statement and Lincoln's action is only inferred in the mention of the Civil War.

There have been many great presidents throughout the course of the United States history. When presidential leaderships were evaluated by historians many have agreed that Abraham Lincoln and Franklin D. Roosevelt were some of the greatest presidents because during each of their administration they each addressed a critical challenge faced by the nation. The critical challenge that Lincoln was faced with was the civil war and the challenge Roosevelt faced was the Great Depression.

There were many actions ^{took} taken by President Lincoln to address his challenge. Many southern states were seceding from the union. (Document 4). The southern states wanted slavery to be allowed and seceded from the because it was not going to be allowed. President Lincoln wanted to preserve the union. One action that President Lincoln took was he called upon the militia from the union, 75,000, to suppress and cause the law to be duly executed (Document 5). President Lincoln did this when because the seceded states were too powerful to be addressed by just law (Document 5).

The impact of Lincoln's action was represented the union and abolished slavery. Lincoln accepted war to save the union and the safe guard of our liberties. Also to re-establish it as forever one with indestructible foundations (Document 6).

President Roosevelt faced the challenge of the great depression. A significant cause of the great depression was an over extension of credit. The stock market crash was also a cause of the great depression which caused people to go into debt and effected people like coal miners. Mines were shut down and once they did re-open it would run mostly one day a week (Document 7). One action that Roosevelt took was he aided relief. Roosevelt believed in a land of vast resources no one should starve. He believed that people should give and receive new chances (Document 8a). Roosevelt also issued the New Deal as a remedy for the United States during the great depression (Document 8b). The New Deal changed American life for the better. The New Deal

contained many major recovery programs like the NRA and AAA. Many of Roosevelt's New Deal reforms have ~~effect~~ impacted our nation, such as ~~the~~ social security, stock market regulation, minimum wage, and insured bank deposits (Document a).

President Lincoln and President Roosevelt took many actions which impacted our nation. They both were faced with critical challenges faced by the nation during their administration. They have had great presidential leadership that many historians have agreed on. There have only been a few great presidential leaders whom have shaped our nation.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task for Lincoln and Roosevelt
- Is primarily descriptive (*Lincoln*: accepted war to save the Union and safeguard our liberties; *Roosevelt*: believed no one should starve in a land of vast resources; believed people should receive new chances; the New Deal changed American life for the better)
- Incorporates limited relevant information from documents 4, 5, 6, 7, 8, and 9
- Presents little relevant outside information (*Lincoln*: Southern states wanted slavery to be allowed; *Roosevelt*: a significant cause of the Great Depression was an overextension of credit; stock market crash was also a cause of the Great Depression)
- Includes few relevant facts, examples, and details (*Lincoln*: many Southern States were seceding from the Union; he wanted to preserve the Union; he called upon the militia from the Union to suppress and cause the law to be duly executed; *Roosevelt*: mines were shut down and once opened they would run mostly one day a week; he issued the New Deal as a remedy for the Great Depression; the New Deal contained many major recovery programs such as the NRA and AAA; New Deal reforms had an impact on stock market regulation, minimum wage, and insured bank deposits)
- 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 references to outside information in discussing the national challenges faced by Lincoln and Roosevelt are offset by a reliance on information generally copied directly from the documents. Although this document information is accurately used to address the task, the lack of explanation, especially in the discussion of impact, weakens the response.

Historians who have evaluated past president's generally agree that George Washington and Abraham Lincoln are two of the most famous and noteworthy presidents. Each faced a critical challenge during his administration and each handled that challenge with great power. Washington is forever associated with the independence of a nation and Lincoln is remembered for preserving that nation (Doc. 6). The challenges faced by Washington and Lincoln were the Whiskey Rebellion and the Civil War.

The Whiskey Rebellion was started when an excise tax was placed on whiskey. Finding it unfair, whiskey farmers rebelled. In response, ~~Washington~~ Washington ~~and~~ sent militiamen to suppress rebel groups (Doc. 2). The impact ~~on~~^{of} this action on the United States was great. Federal authority was established (Doc. 3). The United States government was able to crush a resistance to the law (Doc. 3).

During the time of Abraham Lincoln's ~~presidential~~ administration, the Southern States were seceding from the Union (Doc.4). By the middle of 1861, 11 Southern States seceded from the Union (Doc.4). In response, Lincoln issued a proclamation stating that ~~there~~ 75,000 troops would enter the seceded states to enforce United States law (Doc.5). As a result, the Union was ~~preserved~~ preserved (Doc.6). ~~The~~ To this day, the United States has remained a single nation.

Presidents Washington and Lincoln will forever be remembered as two of the greatest presidents. This is ~~because~~ because of their great accomplishments. Although faced with problems, they never ~~gave~~ gave up. Washington helped crush a rebellion and establish federal authority. Lincoln helped preserve the United States of America, shaping it into the nation it is today.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task for Washington and Lincoln
- Is primarily descriptive (*Washington*: finding the whiskey tax unfair, farmers rebelled; federal authority of the United States was established when the government was able to crush the resistance to the law; *Lincoln*: to this day, the United States has remained a single nation)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, and 6
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Washington*: Whiskey Rebellion was started when an excise tax was placed on whiskey; he sent militiamen to suppress rebel groups; *Lincoln*: eleven Southern States seceded from the Union; he issued a proclamation stating that troops would enter the seceded states to enforce United States law; the Union was preserved)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme but mention the challenge and the impact for both presidents

Conclusion: Overall, the response fits the criteria for Level 2. The response contains a series of brief statements copied from the documents that address each aspect of the task. While the premises established in the introduction are good, they are not developed in the body of the essay.

Franklin D. Roosevelt and abraham lincoln were great presidents. To be a great president you must help the country a great deal and these two presidents sure did.

Franklin Delano Roosevelt was president during the great depression, But he kept the country going strong and with his new deal he introduced things like social security and Minimum Wage. Not only did he get our country through the great depression he also got our country through world war two. another great accomplishment.

another great president was abraham lincoln. He also got our country through some very tough times. He is known as the civil war president. during the mid 1800's our country begin to split into the confederate states and the union states. our country was in civil war and he still wound up keeping it together in the end. Not only all that

he abolished slavery.

Both these men were obviously great presidents during times of crisis. They came through in the clutch.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task for Roosevelt and Lincoln
- Is descriptive (*Roosevelt*: kept the country going strong; *Lincoln*: got our country through some tough times; our country was in a civil war and he still wound up keeping it together); includes weak application (*Lincoln*: abolished slavery)
- Includes limited relevant information from documents 4, 6, 8, and 9
- Presents little relevant outside information (*Roosevelt*: not only did he get our country through the Great Depression he also got our country through World War II, another great accomplishment; *Lincoln*: is known as the Civil War president)
- Includes few relevant facts, examples, and details (*Roosevelt*: president during the Great Depression; Social Security and minimum wage were introduced with his New Deal; *Lincoln*: during the mid-1800s, our country began to split into Confederate states and Union states)
- Demonstrates a general plan of organization; includes an introduction that states a great president must help the country a great deal and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Although a few accurate facts are extracted from the documents and an attempt is made to address the task, the isolated ideas are not developed.

President Abraham Lincoln and Franklin D. Roosevelt are historians who have evaluated presidential leadership. ~~and so~~ They were great presidents ~~who~~ because each addressed a critical challenge faced by the nation during this administration.

According to document ~~4~~ Four, one problem the US faced under President Abraham Lincoln was secession which broke up the US. ~~It~~ It seceded after the attack on Ft. Sumter.

According to document ~~5~~ Five, one action President Abraham Lincoln took to enforce the laws of the US was to call forth the militia of the several states of the Union, to the aggregate number of 75,000, in order to suppress said combinations and to cause the laws to be duly executed.

According to document ~~6~~ six, one impact of President Abraham Lincoln's actions on the US was he saved the union, which gave us a new birth of freedom.

According to document ~~8a~~ 8a, one action needed by President Franklin D. Roosevelt to safeguard the life of the nation was relief, because the primary concern of any government dominated by

the humane ideals of democracy is that the ~~the~~ simple principle that in a land of vast resources no one should be permitted to starve.

According to 8b, one step taken by President Franklin D. Roosevelt to solve the problems of the Great Depression was the creation of the New Deal. According to document nine, President Franklin ~~According to~~ D. Roosevelt's New Deal policies on the nation restored a sense of confidence, morale and hope to the nation. Also it gave social security to the nation.

In conclusion, President Abraham Lincoln and Franklin D. Roosevelt were very important people who played a big role in our lives and secured our freedom. Both presidents faced many challenges and overcame them because of their leadership and ~~knowledge~~ knowledge of the U.S.

Anchor Level 1-B

The response:

- Minimally develops all aspects of the task for Lincoln and Roosevelt
- Is descriptive (*Lincoln*: secession broke up the United States; *Roosevelt*: relief was needed to safeguard the nation; the New Deal was created to solve the problems of the Great Depression); includes faulty application (*Lincoln*: secession occurred after the attack on Fort Sumter)
- Includes limited relevant information mostly copied from documents 4, 5, 6, 8, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Lincoln*: the United States faced the problem of secession; he called forth the militia of several states; he saved the Union; *Roosevelt*: created the New Deal)
- Demonstrates a general plan of organization; includes an introduction that copies the historical context but incorrectly identifies Lincoln and Roosevelt as historians as well as presidents and a conclusion that mentions the role of Lincoln and Roosevelt in securing our freedom

Conclusion: Overall, the response fits the criteria for Level 1. All aspects of the task are addressed in a methodical fashion, primarily through the use of information copied directly from the documents. This information, characterized by brevity, demonstrates only a limited understanding of the historical concepts being tested.

THE UNITED STATES HAS BEEN CHALLENGED AND HAS OVERCOME MANY OBSTACLES AS A NATION. THROUGH THE STRONG LEADERSHIP OF ABRAHAM LINCOLN AND FRANKLIN D. ROOSEVELT, THE NATION HAS SUCCESSFULLY ENDURED A CIVIL WAR AND THE GREAT DEPRESSION. THESE PRESIDENTS WERE RESPONSIBLE FOR SOME OF THE MOST IMPORTANT LEGISLATIONS EVER PASSED.

PRESIDENT ABRAHAM LINCOLN WAS A LEADER WHO STOOD UP FOR WHAT HE BELIEVED IN AS PRESIDENT DURING THE CIVIL WAR, WHICH OCCURRED IN THE 1860s, THE NATION WAS DIVIDED BETWEEN NORTH AND SOUTH; UNION AND THE CONFEDERACY; SLAVE AND NONSLAVE STATES (DOC. 4). THE ECONOMIC DIFFERENCES BETWEEN THE NORTH AND ^{THE} SOUTH, SUCH AS AGRICULTURAL VERSUS INDUSTRIAL, AS WELL AS THE SOUTHERN BELIEF IN SLAVERY, PLOTTED THE TWO OPPONENTS AGAINST EACH OTHER IN ORDER TO ADDRESS THE CHALLENGE, LINCOLN DECIDED TO USE FORCE IN ORDER TO PRESERVE THE UNION (DOC. 5) LINCOLN CALLED FOR 75,000 MILITIA VOLUNTEERS IN ORDER TO ENFORCE THE LAWS OF THE COUNTRY IN THE SOUTH. THE WAR WAS FOUGHT TO UNITE THE COUNTRY AND TO ENSURE THAT ITS CITIZENS LIBERTIES WERE BEING PROTECTED (DOC. 6). THE IMPACT OF THIS ACTION TO USE FORCE TAKEN BY LINCOLN WAS TREMENDOUS. THROUGH EFFECTIVE MILITARY STRATEGY AND THE SUPPORT OF THE INDUSTRIAL NORTH, LINCOLN WAS ABLE TO COME THROUGH VICTORIOUS. THE ~~UNITED~~ UNION WAS SAVED AND ONCE AGAIN ^{UNITED} LINCOLN'S ACTIONS ALSO PROVED THAT SECESSION WAS NOT LEGAL AND FEDERAL AUTHORITY WAS GREATER THAN THE STATES.

PRESIDENT FRANKLIN D. ROOSEVELT WAS AN OPTIMISTIC AND INSPIRING

LEADER WHO BROUGHT HOPE TO A SUFFERING NATION. AS PRESIDENT DURING THE GREAT DEPRESSION, ROOSEVELT FACED THE PROBLEMS OF LOW EMPLOYMENT, CLOSING BUSINESSES, AND FAILING BANKS. (DOC. 7) DURING THE 1920S TOO MANY PEOPLE WERE BUYING THINGS ON CREDIT, INCLUDING STOCKS WHICH HELPED CAUSE THE CRASH. THEREFORE, ROOSEVELT HAD TO CREATE THE NEW DEAL TO HELP PEOPLE DURING THE DEPRESSION. THIS PROGRAM AS A WHOLE SET UP A NUMBER OF ADMINISTRATIONS AND RELIEF PROGRAMS TO HELP THE NATION RECOVER FROM A TROUBLED TIME (DOC. 8) THESE PROGRAMS PROVIDED A MEANS OF GETTING FOOD AND OTHER NECESSITIES AS WELL AS JOB OPPORTUNITIES SUCH AS BUILDING PUBLIC WORKS. THE IMPACT OF THIS ACTION TAKEN BY ROOSEVELT WAS THAT SOME REFORMS HELPED TO RAISE CONFIDENCE IN THE ECONOMY, WHICH WAS LOW DURING THE DEPRESSION AND HELPED PROSPERITY RETURN. (DOC. 9) ALSO SOME ASPECTS OF THE NEW DEAL ARE STILL USED TODAY, SUCH AS SOCIAL SECURITY.

IN CONCLUSION, THE CHALLENGES FACED BY THE UNITED STATES ARE OFTEN TIMES MADE MEMORABLE BY THE LEADERS THAT WERE PRESENT DURING THAT TIME. THROUGH THE CIVIL WAR AND THE GREAT DEPRESSION, PRESIDENTS ABRAHAM LINCOLN AND FRANKLIN D. ROOSEVELT WERE ASTOUNDING LEADERS OF THE UNITED STATES. BOTH MEN SHOWED THAT THE JOB OF THE PRESIDENT IS IMPORTANT, AND THE ACTIONS TAKEN ARE FOREVER RECORDED IN HISTORY. THE IMPACTS OF THEIR DECISIONS ARE STILL FELT TODAY.

The United States would not be such a large and powerful country if it was not for its many outstanding leaders. Two of which were Abraham Lincoln, and Franklin D. Roosevelt. These two presidents had more than regular duties to deal with. Both of these presidents went above and beyond their call of duty to both preserve, and protect the United States, and its people.

Abraham Lincoln was one of the best presidents America ever had. During his terms, the US was split in two, and a Civil War raged on. Many of the southern states seceded from the Union, and formed the Confederacy (Doc. 4). The president declared war on the Confederacy, and ~~called~~^{called} the militia from all of the Union states to get ready to fight for war. More than 75,000 soldiers were sent to fight in the war (Doc. 5). There were many gruesome battles, such as Gettysburg, ~~and then~~ Lincoln rode out the war, just so he could accomplish one very important goal. This was to preserve the Union (Doc. 6). This would be a lasting impact on the United States, even today. If it was not for Lincoln the United States would have been cut in half, and may never have been able to have been put together again.

Another great president that the United States had, was Franklin D. Roosevelt. During Roosevelt's presidency, a full blown depression was in effect. Many people such as coal miners, factory workers, and businessmen, were out of their jobs (Doc. 7) Many people were also in a lot of debt.

Many people had bought on credit before the depression, and were now in debt because they could not pay it all back.

President Roosevelt wanted to help the people come out of this huge economic crisis. He created the New Deal Program. This program created public works projects, to better the country, and give people jobs. One of these programs was the Tennessee Valley Authority. This project was to make power and send it across the nation. This gave many people jobs. There were many lasting impacts of the New Deal program. One of which is Social Security (Doc. 9). Still today Social Security gives money to the poor, and disabled to help them get by. Also, the stock market regulation, and insured bank deposits are here today. Today, the government regulates the stock market to make sure that it does not go too low, to cause another depression. Also, whenever someone puts money in the bank the government insures it, to guarantee no one will lose their money again.

These two amazing leaders of the United States, did many things to help our country get to where it is today. They also had to face many obstacles while doing their jobs. Abraham Lincoln had to face southern states seceding from the Union, and Civil War, in order to preserve the Union. Also, Franklin D. Roosevelt had to face a hard economic depression, and many hungry and sick people, in order to restore the United States economy to what it once was.

In time of the Great Depression President George Washington and Abraham Lincoln had faced many challenges. They both had to find solutions to their conflict. Even though in the Great Depression it was really difficult.

Just like for example in document 9. Abraham Lincoln ~~challenge~~ ^{challenge} was to get out of the depression. Even he thought that the New Deal would help him to get out of it. But it didn't help out.

Reason because there was major conflicts such as no jobs until the war for the army. Also there wasn't unemployment.

In document 9. There was ~~un~~ employment for the mine workers. At that time everything was shut down. After it had reopened in 2-3 months later. And most people was in debt. And even where they work was in debt. ~~Time~~ ^{Time} past they had a lot of money to owe.

And in document 6 President's Washington and Lincoln had their formation as in one went for the independence of the country and the other for the

Document-Based Essay—Practice Paper – C

freedom and preservation. As even Washington tried to ~~prevent~~^{have} independence against England. A Lincoln claimed fulfillment.

in document 8 As they continue. Van Rossevelt ~~had~~^{wanted} to relief as another of ~~the~~^{the} president. They tried to do their best to save their nations. And have opportunity for the nation too.

Document-Based Essay—Practice Paper – D

During the course of this nation's history, there have been many great challenges, in addition to great leaders ready to take challenge. Two of the greatest tests of US stability, the Whiskey Rebellion and Civil War had a large impact on US society, as did their respective heroes, George Washington and Abraham Lincoln.

The Whiskey Rebellion began very early in our nation's history, nearly 20 years after the conception of the Union. It was already facing a daunting task, to put down a rebellion against the taxing of distilled spirits, namely whiskey (hence the name), with no previous example to follow. The president, George Washington, felt the best plan of action was to use force to quell the rebellion. He gathered together a force of roughly 13,000 militiamen from all over the Union, a force almost equaling in size of the Revolutionary Army. (Doc 1) The outcome was that Washington's forces crushed the rebellion. This left a standing

impact on the United States because it generally increased the power of the Federal government as well as giving it more stability and solidity. (Doc. 3)

Another challenge the country faced threatened to split the Union in two, literally. The Civil War pitted Americans versus Americans, sons against fathers, brothers against brothers. Without the skilled leadership of Abraham Lincoln, we may still have a Union and Confederate US. With states seceding left and right, Lincoln had no choice but to follow Washington's precedent and use force to crush the Confederate rebellion. He assembled a force of 75,000 militiamen, and within a couple years had the country back as a whole again. (Doc. 5) This conflict and resolution had a profound impact on the United States. Lincoln was willing to go to war to preserve the Union. (Doc. 6) Without his leadership, we could very well still have a Confederate state today. However, through wise decisions and strong actions, Lincoln preserved the Union, as well as freedom to prosper in the future.

Through these tests of the American people, government, and leaders, it is clear to see why Washington and Lincoln are such important figures. Without people like these, the people have no one to look up to and the government has no one to follow.

Although the right to govern comes from the consent of the governed, without anyone to do the governing, everything would fall into a state of disarray and confusion. Here in lies the importance of great leaders such as Washington and Lincoln.

The United States as a nation has survived over two centuries of struggle and conflict with other nations. The Spanish-American War, World Wars I and II, and the current War in Iraq all have tested American power, but the true test of American leadership has been when internal struggle has occurred. The greatest American leaders of all time, George Washington and Abraham Lincoln, helped the United States through these tests. Decisive executive authority exercised by a strong President in times of internal struggle is essential to the survival of the United States and is evident in the actions of Washington and Lincoln.

Soon after the Revolutionary War the United States was in trouble again, but this time there was no foreign power like Great Britain. 7,000 or so western Pennsylvanians had begun the Whiskey Rebellion and marched on Pittsburgh in 1794 (Doc 1). The United States government under George Washington had to convince American citizens to end rebellious protests and to democratically petition the government about their grievances. Washington set a strong example for federal power summoning almost 13,000 men from around the nation (Doc. 1 and Doc. 3). Although some people were not sure if the militia would respond ~~to the~~ taking action against their fellow countrymen in Pennsylvania, the militia answered Washington's call and showed their loyalty to the new nation. Washington's use of overwhelming force, although criticized by Anti-Federalists,

helped to stabilize federal power and the government in general, ultimately leading to the continuation of the collection of the excise tax until President Jefferson convinced Congress to repeal it. It also meant the continuation of the United States as a nation.

Another era of great internal struggle was the Civil War under Abraham Lincoln. The most devastating war to date (more men died in the Civil War than all previous United States wars combined), the Civil War meant a divided nation and the end of the "United" States if the seceding states prevailed. The seceded states believed they had the right to leave the United States and become independent. Abraham Lincoln, however, did not believe secession was legal and fortunately, acted as Washington did, declaring the states "in rebellion." In order to act quickly, congressional decisions on the war (Congress has war-making powers) were set aside as he summoned an initial force of 75,000 men to fight for unity (Doc. 5). These men were also called to fight their fellow countrymen and they too showed their loyalty to the nation. Abraham Lincoln's use of presidential powers and his successful military strategy essentially meant the existence of the United States today. He also put into motion the beginning of the end of slavery and ended the belief that states had the right to secede from the Union.

In conclusion, Washington and Lincoln truly are

among the greatest leaders in American history, each achieving success in preserving the nation (Doc. 6). One can only hope future American presidents are as dedicated and successful, making authoritative and educated decisions.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with little depth for Lincoln and Roosevelt
- Is more descriptive than analytical (*Lincoln*: stood up for what he believed in; *Roosevelt*: had created the New Deal to help people during the Depression; some reforms helped to raise confidence in the economy which was low during the Depression; some reforms helped prosperity return)
- Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Lincoln*: the nation was divided between North and South, Union and Confederacy, and slave and non-slave states; economic differences between the North and the South such as agricultural versus industrial as well as the Southern belief in slavery plotted the two opponents against each other; effective military strategy and the support of the industrial North allowed him to come through victorious; his actions proved that secession was not legal and federal authority was greater than the states; *Roosevelt*: faced problems of low employment, closing businesses, and failing banks; during the 1920s, too many people were buying things on credit including stocks, which helped cause the Crash; New Deal programs provided a means of getting food and other necessities as well as job opportunities such as building public works)
- Includes some relevant facts, examples, and details (*Lincoln*: decided to use force to preserve the Union; called for militia volunteers in order to enforce the laws of the country in the South; the war was fought to unite the country and to ensure that its citizens' liberties were being protected; the Union was saved and once again united; *Roosevelt*: his New Deal program set up a number of administrations and relief programs to help the nation recover from a troubled time; some aspects of the New Deal such as Social Security are still used today)
- Demonstrates a satisfactory 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 3. References to historical economic components of each challenge and the inclusion of thoughtful statements about the impact of Lincoln's actions are effective. However, the discussion of Roosevelt's action and its impact is based on a summary of document information with limited or no explanation.

Practice Paper B—Score Level 3

The response:

- Develops all aspects of the task with little depth for Lincoln and Roosevelt
- Is more descriptive than analytical (*Lincoln*: if it was not for Lincoln, the United States would have been cut in half and may never have been able to be put together again; *Roosevelt*: had to face a hard economic depression and many hungry and sick people to restore the United States to what it once was)
- Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates limited relevant outside information (*Lincoln*: a Civil War raged on during his term; *Roosevelt*: many factory workers and businessmen were out of jobs; many people had bought on credit before the Depression and were now in debt because they could not pay it back; he created public works projects to better the country and give people jobs; the Tennessee Valley Authority was to make power and give people jobs; Social Security gives money to the disabled to help them get by; today the government regulates the stock market)
- Includes some relevant facts, examples, and details (*Lincoln*: many of the Southern states seceded from the Union and formed the Confederacy; he declared war on the Confederacy and called the militia from Union states; his goal was to preserve the Union; *Roosevelt*: a full blown depression was in effect; he created the New Deal program; stock market regulation and insured bank deposits are here today); includes an inaccuracy (Social Security gives money to the poor)
- Demonstrates a satisfactory plan of organization; includes an introduction that states both Lincoln and Roosevelt went above and beyond the call of duty and a conclusion that summarizes the accomplishments of Lincoln and Roosevelt

Conclusion: Overall, the response fits the criteria for Level 3. The reliance on document information to support the discussion of Lincoln is further weakened by limited interpretation of those documents. Despite the generalizations, the development of Roosevelt’s leadership during the Depression and the understanding of the New Deal’s lasting effects strengthen the response.

Practice Paper C—Score Level 0

The response:

Refers to the theme in a general way

Conclusion: Overall, the response fits the criteria for Level 0. Although an attempt is made to use document information, no understanding of the task is demonstrated. In addition, most of the information is attributed to the wrong president.

Practice Paper D—Score Level 2

The response:

- Minimally develops all aspects of the task for Washington and Lincoln
- Is primarily descriptive (*Washington*: felt the best plan of action was to use force to quell the rebellion; the crushing of the rebellion generally increased the power of the federal government; *Lincoln*: without his skilled leadership, we might still have a Union and a Confederate United States; with states seceding left and right, he had no choice but to follow Washington's precedent of using force when he crushed the Confederate rebellion)
- Incorporates limited relevant information from documents 1, 3, 4, 5, and 6
- Presents little relevant outside information (*Lincoln*: the Civil War literally split the Union in two)
- Includes few relevant facts, examples, and details (*Washington*: Whiskey Rebellion was against the taxing of distilled spirits, namely whiskey; he gathered a force of militiamen from all over the Union; his forces crushed the rebellion; *Lincoln*: assembled a force of militiamen and had the country back as a whole again; he was willing to go to war to preserve the Union)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that discusses that great leaders help prevent disarray and confusion

Conclusion: Overall, the response fits the criteria for Level 2. Descriptive statements about Washington's and Lincoln's actions demonstrate an understanding of the importance of precedents. However, a lack of facts and details in the discussion of both presidential challenges and the impact of their actions and the inclusion of irrelevant facts weaken the response.

Practice Paper E—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth for Washington and Lincoln
- Is more analytical than descriptive (*Washington*: the United States government had to convince American citizens to end rebellious protests and to democratically petition the government about their grievances; the use of force also meant the continuation of the United States as a nation; *Lincoln*: the Civil War meant a divided nation and the end of the “United” States if the seceding states prevailed)
- Incorporates relevant information from documents 1, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (*Washington*: soon after the Revolutionary War, the United States was in trouble again, but this time there was no foreign power like Great Britain; some people were not sure if the militia would respond to taking action against their fellow countrymen in Pennsylvania; his use of overwhelming force, although criticized by Antifederalists, helped to stabilize federal power and the government in general; the use of force led to the continuation of the collection of the excise tax until President Jefferson convinced Congress to repeal it; *Lincoln*: the Civil War was another era of great internal struggle; the seceded states believed they had the right to leave the United States and become independent; he did not believe secession was legal and fortunately acted as Washington did, declaring the states “in rebellion”; congressional decisions were set aside; men were also called to fight their fellow countrymen and they too showed their loyalty to the nation; his use of presidential powers and his successful military strategy essentially meant the existence of the United States today; he also put into motion the beginning of the end of slavery and ended the belief that states had the right to secede from the Union)
- Richly supports the theme with many relevant facts, examples, and details (*Washington*: western Pennsylvanians began the Whiskey Rebellion and marched on Pittsburgh in 1794; he set a strong example for federal power summoning almost 13,000 men from around the nation; *Lincoln*: he summoned an initial force of 75,000 men to fight for unity)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses the testing of American leadership when internal struggle has occurred and a conclusion that states the hope that future presidents will be as dedicated and successful as Washington and Lincoln

Conclusion: Overall, the response fits the criteria for Level 5. Political concepts such as peaceful petition, use of executive power, and the questionable legality of slavery are used in conjunction with an analytical approach to document interpretation. The reference to troops answering the call to fight fellow countrymen is effectively integrated as a similarity between Washington’s and Lincoln’s actions.

**United States History and Government Specifications
August 2009**

**Part I
Multiple-Choice Questions by Standard**

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

Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Supreme Court Decisions; Citizenship; Constitutional Principles; Civic Values	Standards 1 and 5: United States and New York History; Civics, Citizenship, and Government
Document-based Essay	Presidential Decisions and Actions; Constitutional Principles; Government; Change	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 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.