

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT (FRAMEWORK)

Thursday, August 17, 2023 — 8:30 to 11:30 a.m., only

RATING GUIDE FOR PART III A AND PART III B (CIVIC LITERACY ESSAY QUESTION)

VOLUME
2 OF **2**
CIVIC LITERACY
ESSAY QUESTION

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

Contents of the Rating Guide

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

- A question-specific rubric

For **Part III B** Civic Literacy Essay Question (CLE)

- A content-specific rubric
- Prescored answer papers. Score levels 5 through 1 have two 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:

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

Mechanics of Rating

The procedures on page 2 are to be used in rating essay 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 United States History and Government (Framework)*.

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THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

Rating the Essay Questions

(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 Part II essay must be rated by one rater.

Rating the Scaffold (open-ended) Questions

(1) Follow a similar procedure for training raters.

(2) The scaffold questions are to be scored by one rater.

(3) The scores for each scaffold question must be recorded in the student's examination booklet and on the student's answer sheet. The letter identifying the rater must also be recorded on the answer sheet.

(4) Record the total Part III A score if the space is provided on the student's Part I answer sheet.

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

The scoring coordinator will be responsible for organizing the movement of papers, calculating a final score for each student's essay, recording that score on the student's Part I answer sheet, and determining the student's final examination score.

The conversion chart for this examination will be located at <https://www.nysed.gov/state-assessment/high-school-regents-examinations/>, and must be used for determining the final examination score.

**United States History and Government (Framework)
Part A Specific Rubric (Questions 31–36)
Civic Literacy Essay Question
August 2023**

Go on to the next page ➡

Document 1

U.S.–Native American Treaties

Virtually all inhabitable land in North America was occupied by Native Americans when Europeans arrived. By the 1990s, Indian [Native American] reservations in the United States represented about 2.5 percent of the country. A study of treaties reveals the changing nature of Indian and white relations. . . .

Between 1778 and the early 1800s, federal power over Indians expanded dramatically, especially in the eastern states. Eventually all tribes came to be regarded as quasi-sovereign peoples, not national equals. This view led to diminished tribal control over their destiny, their increasing exploitation, and federal paternalism. Tribes came to be regarded as dependent nations, and treaties were considered in the same light as other statutes of the U.S. Congress. It may come as a surprise that, despite military conflicts between the federal government and various tribes, the United States never formally declared war on hostile Indians.

Treaties with Indians were negotiated by the president of the United States and were binding when approved by the Indians and two-thirds of the U.S. Senate. It is important to note that a treaty could not provide funds for Indians; monetary commitments required separate congressional action. Nearly 400 treaties were negotiated. The greatest number, nearly 260, were arranged during the great westward expansion of white settlers following the War of 1812. The majority of these treaties, 230, involved Indian lands. A block of 76 treaties called for Indian removal from their lands and resettlement on other lands. Two tribes, the Potawatomi and Ojibwa (Chippewa), negotiated 42 treaties each, a record number. . . .

Source: Wendell H. Oswalt, *This Land Was Theirs: A Study of Native North Americans*, Eighth Edition, 2006

31 According to Wendell H. Oswalt, what is *one* historical circumstance surrounding the rights of Native Americans?

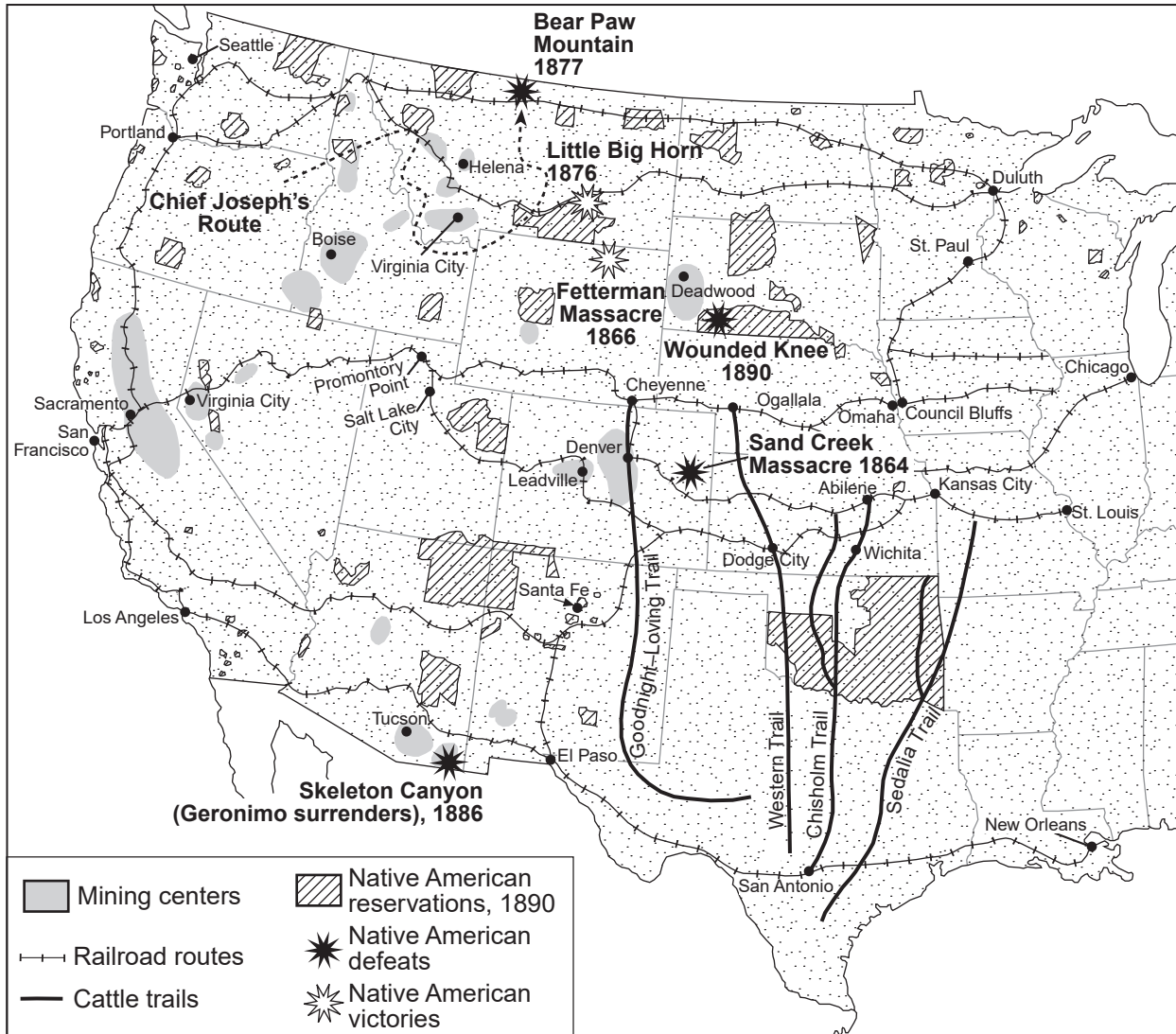
Score of 1:

- States a historical circumstance surrounding the rights of Native Americans according to Wendell H. Oswalt
Examples: most inhabitable land in North America occupied by Native Americans when Europeans arrived; by 1990s, Native American reservations in United States represented about 2.5 percent of country; federal power over Native Americans expanded dramatically in late 1700s/early 1800s; Native American tribes not seen as national equals; tribes regarded as quasi-sovereign peoples; Native American tribal control over destiny diminished; increasing exploitation/federal paternalism over Native Americans; tribes considered dependent nations; Native Americans could not gain funds through treaties; block of 76 treaties called for Indian removal from lands/resettlement on other lands; federal power over Native Americans in eastern states expanded dramatically; majority of treaties negotiated involved Native American lands; United States government fought Native Americans without ever declaring war/United States never formally declared war on hostile Native Americans; nearly 260 treaties signed during westward expansion of white settlers after War of 1812

Score of 0:

- Incorrect response
Examples: by the 1990s Native American land in North America increased; tribes considered national equals; tribes considered independent nations; federal power over Native Americans in eastern states decreased; United States government declared war on Native Americans; Potawatomi/Chippewa did not negotiate treaties
- Vague response
Examples: occupation of land; Native American reservations in the 1990s; tribal control; dependent nations; statutes of Congress; resettlement; their circumstances changed
- No response

The West and Native Americans, 1860–1890



Source: Mary Beth Norton et al., *A People and a Nation*, Houghton Mifflin and Robert A. Divine et al., *America: Past and Present*, HarperCollins (adapted)

32 Based on this document, what was *one* effect of westward settlement on Native Americans?

Score of 1:

- States an effect of westward settlement on Native Americans based on this document
Examples: cattle trails ran through several Native American reservations; Sand Creek Massacre; Native Americans massacred at Sand Creek; mining centers developed near/around Native American reservations; lost control of most of Great Plains and the West; Native Americans placed on reservations; Native Americans victims of massacres/lost battles; Native Americans defeat United States Army at Little Big Horn/Fetterman Massacre; Native Americans defeated at Wounded Knee/Skeleton Canyon/Bear Paw Mountain; warfare increased; railroads built through Native American lands

Score of 0:

- Incorrect response
Examples: Native Americans moved east of the Mississippi; Native Americans banned from reservations; all cattle trails went around reservations; reservations were closed; Native Americans lost at Little Big Horn; Geronimo did not surrender
- Vague response
Examples: Chicago to San Francisco; Chief Joseph; New Orleans; things changed/got worse
- No response

Document 3

Selected Events in Native American Relations with the United States

1879	Carlisle Indian Industrial School founded
1887	Dawes Severalty Act allotted reservation lands to individual Native Americans
1924	Indian Citizenship Act granted United States citizenship to indigenous Americans
1934	Indian Reorganization Act attempted to reverse the impact of the Dawes Act by restoring land to reservations
1968	AIM (American Indian Movement) founded to ensure past treaties made with the United States honored; AIM occupied Alcatraz Island in 1969 and headquarters of the Bureau of Indian Affairs in 1972
1970	President Nixon called for a new era of self-determination for Native American peoples
1988	Indian Gaming Regulatory Act affirmed the right of Native Americans to conduct gaming operations (casinos, etc.) on tribal lands
2009	President Obama established White House Tribal Nations Conference to encourage dialogue between government and tribal leaders

Source: Kathy Weiser, ed., "Native American Timeline of Events," Legends of America online (adapted)

33 Based on this document, what is *one* effort to address the rights of Native Americans?

Score of 1:

- States an effort to address the rights of Native Americans based on this document
Examples: Carlisle Indian Industrial School founded; Dawes Severalty Act allotted reservation land to individual Native Americans; Indian Reorganization Act restored land to reservations; United States citizenship granted to indigenous Americans; Indian Gaming Regulatory Act passed/ affirmed the right of Native Americans to conduct gaming operations on tribal lands; restoring land to reservations; increased educational opportunities; White House Tribal Nations Conference established; American Indian Movement (AIM) founded; AIM occupied Alcatraz Island/headquarters of the Bureau of Indian Affairs

Score of 0:

- Incorrect response
Examples: Dawes Act set up schools; Native Americans were never given citizenship; AIM occupied the White House; Native Americans lost control of casinos
- Vague response
Examples: new era; tribal leaders; land allotted reversed impact; headquarters; past treaties; they did things to make it better
- No response

Document 4a

. . . While some steps have been taken to undo damage to Native American religious liberties and to sacred places, most remain threatened by extractive minerals production from gold to uranium and the runoff poisons used to mine them; by commercial and recreational development from strip malls to ski resorts; by housing and highway expansion from acceleration lanes to landfills; by dams and urban sprawl that dry up water resources and deplete the water tables; and by munitions storage, bombing ranges, and other military activity. One sacred place—a ceremonial, burial, and historic site of one Native nation—is even being buried by the construction of a casino and hotel resort of another tribe. . . .

Federal-tribal agreements have been entered into for return of ownership and/or control of sacred places, for joint management or co-stewardship, or for other kinds of protections. Some of these legislative, administrative, or judicial agreements have been in place and working to the satisfaction of all parties for over 40 years. While details of these agreements are a matter of public record, information about some locations is not available, in order to prevent future violations. . . .

Source: Suzan Shown Harjo, "Threatened and Damaged: Protecting Sacred Places," *Expedition Magazine*, Penn Museum, Vol. 55, Issue 3, 2013

Document 4b

. . . Montana's Indian Education for All Act [1999] is generally regarded as the most thorough attempt by any state to integrate teaching about the state's Native American tribes into the curriculum of public schools.

The law had its origins in the state's 1972 constitution, which included a provision stating that Montana "recognizes the distinct and unique cultural heritage of the American Indian and is committed in its educational goals to the preservation of their cultural heritage." . . .

Educators hope both that Montanans gain a greater appreciation of a significant part of their state's history and population, and that Native American students will feel more at home in the public school system and will see their own cultures recognized and celebrated.

Source: *CQ Researcher*, April 24, 2015, Volume 25, Number 16

34 Based on these documents, state *one* impact of the efforts to restore Native American history and culture.

Score of 1:

- States an impact of the efforts to restore Native American history and culture based on these documents
Examples: most sacred places remain threatened by extractive minerals production/runoff poisons used to mine minerals; most sacred places remain threatened by commercial and recreational development/housing and highway expansion/munitions storage/bombing ranges/military activity; ceremonial/burial/historic site of one Native American nation being buried by construction of a casino/hotel resort of another tribe; federal-tribal agreements have been entered into for return of ownership and/or control of sacred places/joint management or co-stewardship; some legislative/administrative/judicial agreements have been in place and working for over 40 years/since 2017; passage of Montana’s Indian Education for All Act in 1999; Montana’s attempts to integrate teaching about state’s Native American tribes into curriculum of public schools; recognition by Montana of distinct and unique cultural heritage of Native Americans/commitment by Montana in its educational goals to preservation of American Indian cultural heritage; hope that Montanans would gain greater appreciation of significant part of their state’s history/population; hope that Native American students would feel more at home in public school system/see their own cultures recognized and celebrated

Score of 0:

- Incorrect response
Examples: all sacred places remain threatened; no more casinos can be built; Native Americans cannot attend public schools; Native American history cannot be taught in public schools
- Vague response
Examples: ski resorts opened; water tables; control; satisfaction of all parties; thorough attempts; public school system; details of agreements; they worked
- No response

Document 5a

. . . The Standing Rock Sioux tribe has opposed the Dakota Access Pipeline since first learning about plans for the pipeline in 2014. But it's only been in recent months that the issue has gained national attention, as thousands of protesters—including many Native Americans—have gathered in North Dakota in attempt to block the 1,200-mile project. And, with both supporters and opponents vowing to fight through the harsh North Dakota winter, the battle shows no signs of ending anytime soon. . . .

Source: Justin Worland, "What to Know About the Dakota Access Pipeline Protests," *Time*, October 28, 2016

Document 5b

Washington tribes stand with Standing Rock Sioux against North Dakota oil pipeline



. . . Tribes from across Washington and the Northwest have journeyed to remote Cannon Ball, N.D., to join the Standing Rock Sioux Tribe in a peaceful occupation of ancestral lands where the tribe seeks an injunction to stop construction of an oil pipeline until its waters and cultural resources are protected. . . .

Source: *Seattle Times* online, September 1, 2016

35 Based on these documents, what was *one* effort to protect the rights of Native Americans in North Dakota?

Score of 1:

- States an effort to protect the rights of Native Americans in North Dakota based on these documents
Examples: protests of oil pipelines on ancestral lands; Standing Rock Sioux tribe has opposed Dakota Access Pipeline since 2014; many Native Americans joined thousands of protesters in North Dakota in 2016 in an attempt to block project; supporters and opponents fought through North Dakota winter of 2016; Washington tribes stood with Standing Rock Sioux against North Dakota oil pipeline; tribes from across Washington and Northwest journeyed to North Dakota to join Standing Rock Sioux tribe in peaceful occupation of ancestral lands; Standing Rock Tribe sought injunction to stop construction of oil pipeline to protect water and cultural resources

Score of 0:

- Incorrect response
Examples: Standing Rock Sioux tribe supported pipeline; only a few people protested pipeline; Washington tribes opposed Standing Rock Sioux; protesters opposed an injunction to stop construction
- Vague response
Examples: Standing Rock Sioux tribe; recent months; project 1,200 miles; North Dakota winter is harsh; ancestral lands; they did actions
- No response

Document 6

A 2017 North Dakota voter identification law required that voters present identification displaying a street address, not just a post office box. Street addresses are not common on reservations.

A controversial new voter ID law in North Dakota made casting a ballot more difficult for thousands of Native Americans living on reservations in the state this year [2018]. But in the face of a law critics called “plainly unconstitutional,” Native Americans in parts of North Dakota appeared to turn out to vote in record numbers in Tuesday’s 2018 midterm elections. . . .

Proponents of the law argued it would reduce voter fraud, but voting rights advocates have warned it would systemically disenfranchise thousands of Native American voters. And activists on the ground Tuesday said there was a lot of confusion at the polls, describing instances of voters being turned away because poll workers did not accept tribal identification letters or because of discrepancies with their addresses. . . .

Alexis Davis, a 19-year-old member of the Turtle Mountain youth council, helped lead get-out-the-vote efforts on the reservation during the past few days, though she was not particularly involved in politics before this election.

“But then this voter ID law came, and then I was paying attention, and then I started seeing quotes about how this election is so important and this election is going to make history,” she says. “They were trying to take a right away from us. It made us want to go in there and vote twice as much and make a statement.”

Source: Katie Reilly, “A New North Dakota Law Threatened Native American Votes. They Responded by Turning Out in Historic Numbers,” *Time*, November 7, 2018

36 According to Katie Reilly, what is *one* impact of the 2017 voter identification law on Native Americans?

Score of 1:

- States an impact of the 2017 voter identification law on Native Americans according to Katie Reilly
Examples: made casting ballot more difficult for thousands of Native Americans living on reservations in North Dakota in 2018; Native Americans in parts of North Dakota appeared to turn out to vote in record numbers; resulted in confusion at polls; voters turned away because poll workers did not accept tribal identification letters/discrepancies with addresses; led to get-out-the-vote efforts by Native Americans; some Native Americans became more involved in politics

Score of 0:

- Incorrect response
Examples: made casting a ballot easier for Native Americans; fewer Native Americans became involved in politics; street addresses common on reservations; only post office boxes were necessary for voter identification
- Vague response
Examples: proponents; Turtle Mountain youth council; post office boxes; midterm elections; North Dakota law; they were sad
- No response

United States History and Government (Framework)
Content-Specific Rubric
Civic Literacy Essay Question (37)
August 2023

Historical Context: Rights of Native Americans

Throughout United States history, many constitutional and civic issues have been debated by Americans. These debates have resulted in efforts by individuals, groups, and governments to address these issues. These efforts have achieved varying degrees of success. One of these constitutional and civic issues is the rights of Native Americans.

Task:

- Describe the historical circumstances surrounding this constitutional or civic issue
- Explain efforts by individuals, groups, and/or governments to address this constitutional or civic issue
- Discuss the impact of the efforts on the United States and/or on American society

Scoring Notes:

1. This civic literacy essay has a minimum of **four** components (describing the historical circumstances surrounding the issue of the rights of Native Americans, explaining *at least two* efforts to address this issue by individuals, groups, and/or governments, and discussing the impact of the efforts on the United States and/or on American society).
2. The description of historical circumstances may focus on immediate or long-term circumstances.
3. The efforts to address the issue of the rights of Native Americans may focus on efforts by individuals, groups, governments, or any combination of these.
4. Individuals, groups, and/or governments do not need to be specifically identified as long as they are implied in the discussion.
5. The efforts to address the issue of the rights of Native Americans may be positive, negative, or a combination of both.
6. The discussion of the impact of the efforts to address the issue of the rights of Native Americans may be on the United States, on American society, or on both the United States and American society.
7. The discussion of the impact of the efforts to address the issue of the rights of Native Americans may focus on immediate or long-term results.
8. The same or similar information may be used to address more than one aspect of the task as long as the information is relevant to the aspect of the task being addressed, e.g., Native Americans turning out in record numbers during the 2018 midterm elections in parts of North Dakota is both an effort to address Native American rights and an impact of the effort.
9. The explanation of efforts to address the issue of the rights of Native Americans may include the discussion of the impact of the efforts on the United States and/or on American society.
10. The use of language that appears in the documents should not be penalized.
11. The response may discuss efforts to address the issue of the rights of Native Americans and the impact of the efforts from different perspectives as long as the position taken is supported by accurate historical facts and examples.
12. For the purpose of meeting the criteria of using *at least four* documents in the response, documents 4a, 4b, 5a and 5b may be considered separate documents **if** the response uses specific information from **each** document.

Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by describing the historical circumstances surrounding the rights of Native Americans, explaining *at least two* efforts to address the issue of the rights of Native Americans by individuals, groups, and/or governments, and discussing the impact of the efforts on the United States and/or on American society
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., connects the effects of expansion of federal power and Manifest Destiny on Native American land to unsuccessful attempts by Native Americans to defend their interests on the Great Plains and government attempts to promote Native American assimilation to continuing Native American efforts to protect their cultural and political rights
- Incorporates relevant information from *at least four* documents (see Key Ideas chart)
- Incorporates substantial relevant outside information (see Outside Information chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., signing of the Indian Removal Act; role of Cherokee; Trail of Tears; role of Manifest Destiny; relocation to reservations; destruction of buffalo; building of railroads; Fetterman Massacre; Little Big Horn; Carlisle Indian School; Ghost Dance; role of Russell Means; role of Dennis Banks; role of self-determination
- 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 one aspect of the task less thoroughly than the other aspects of the task
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., discusses the removal policies of the federal government, the challenges faced by Native Americans as Manifest Destiny moved the frontier further westward, Native American resistance to assimilation and further threats to their ancestral lands, and the continued challenge of protecting cultural resources and their identities as Native Americans
- Incorporates relevant information from *at least four* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

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

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

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

Rights of Native Americans

Key Ideas from the Documents (This list is not all-inclusive.)

Historical Circumstances	
<p>Doc 1— Occupation of virtually all inhabitable land in North America by Native Americans when Europeans arrived</p> <p>Changing nature of relations between whites and Native Americans</p> <p>Great westward expansion of white settlers following War of 1812</p> <p>Negotiation of nearly 400 treaties (nearly 260 arranged during westward expansion of white settlers following War of 1812 with 230 involving Native American lands; Native American removal from lands and resettlement on other lands; negotiation of 42 treaties each by Potawatomi and Ojibwa/Chippewa tribes)</p> <p>Dramatic expansion of federal power over Native Americans especially in eastern states between 1778 and early 1800s</p> <p>No formal declaration of war on Native Americans by United States</p> <p>Native American reservations about 2.5 percent of country by 1990s</p> <p>Native American tribes regarded as quasi-sovereign peoples, not national equals (diminished tribal control over destiny; increasing exploitation of Native Americans; federal paternalism; tribes regarded as dependent nations; treaties considered in same light as other statutes of United States Congress)</p> <p>Treaties binding when approved by Native Americans and two-thirds of United States Senate</p> <p>No funds for Native Americans in treaties as monetary commitments require separate congressional action</p>	<p>Doc 2—Movement of Native Americans to reservations in the West</p> <p>Interference with Native American way of life (mining centers; railroad routes; cattle trails)</p> <p>Confrontations between whites and Native Americans in West (Sand Creek Massacre; Fetterman Massacre; Little Big Horn; Bear Paw Mountain; Skeleton Canyon; Wounded Knee)</p> <p>Doc 3—Founding of Carlisle Indian Industrial School in 1879</p> <p>Giving reservation lands to individual Native Americans in Dawes Severalty Act in 1887</p> <p>Doc 4—Damage to Native American religious liberties and to sacred places (mining; commercial and recreational development; housing and highway expansion; dams and urban sprawl; military activity)</p> <p>Doc 5—Ancestral lands threatened by construction of oil pipelines</p>

Rights of Native Americans

Key Ideas from the Documents (continued) (This list is not all-inclusive.)

Efforts to Address	
<p>Doc 2—Resistance by Native Americans to further encroachment of American settlers (victorious at Fetterman Massacre and Little Big Horn)</p> <p>Doc 3—United States citizenship granted to Native Americans in Indian Citizenship Act in 1924 Land restored to reservations in Indian Reorganization Act in 1934 American Indian Movement founded in 1968 to ensure past treaties made with United States honored (occupation of Alcatraz Island in 1969 and headquarters of Bureau of Indian Affairs in 1972 by American Indian Movement) New era of self-determination for Native American peoples called by President Nixon in 1970 Passage of Indian Gaming Regulatory Act affirming right of Native Americans to conduct gaming operations on tribal lands (casinos) White House Tribal Nations Conference established by President Obama in 2009</p> <p>Doc 4—Federal-tribal agreements (return of ownership and/or control of sacred places; joint management or co-stewardship) 1999 Montana’s Indian Education for All Act 1972 Montana Constitution</p>	<p>Doc 5—Opposition to Dakota Access Pipeline since 2014 by Standing Rock Sioux tribe Gathering of thousands of protesters, including many Native Americans in 2016 in attempt to block project Vow from both supporters and opponents to fight through harsh North Dakota winter of 2016 Joining of several tribes for peaceful occupation of ancestral lands to get injunction to stop construction of oil pipeline until waters and cultural resources protected</p> <p>Doc 6—Requirement of 2017 North Dakota voter identification law for voters to present identification displaying street address, not just a post office box, to reduce voter fraud Get-out-the-vote efforts of Turtle Mountain youth council Record numbers of Native Americans voting in North Dakota’s 2018 midterm elections Warning by voting rights advocates that voter identification law would systemically disenfranchise thousands of Native American voters</p>

Rights of Native Americans

Key Ideas from the Documents (continued)

(This list is not all-inclusive.)

Impact of Efforts	
<p>Doc 3—Attempt to reverse impact of Dawes Act in 1934 by restoring land to reservations in Indian Reorganization Act in 1934 President Nixon calling for new era of self-determination for Native Americans Indian Gaming Regulatory Act affirming right to conduct gaming operations on tribal lands White House Tribal Nations Conference encouraging dialogue between government and tribal leaders</p> <p>Doc 4—Federal-tribal agreements (return of ownership and/or control of sacred places; for joint management or co-stewardship) Legislative, administrative, or judicial agreements in place and working to satisfaction of all parties for many years Passage of Montana’s 1999 Indian Education for All Act to attempt to integrate teaching about Native American tribes into curriculum of public schools Inclusion of a provision in Montana’s 1972 constitution stating that Montana recognized distinct and unique cultural heritage of the American Indian and committed in its educational goals to preservation of cultural heritage Hope for a greater appreciation of Native American role in Montana’s history and population Hope that Native American students will feel more at home in public school system Hope that Native Americans will see their own cultures recognized and celebrated</p>	<p>Doc 5—National attention gained in fall of 2016 with thousands of protesters attempting to block pipeline project Continued fight of both supporters and opponents on pipeline issue</p> <p>Doc 6—Casting a ballot in 2018 more difficult with 2017 North Dakota voter identification law for Native Americans living on reservations as street addresses not common North Dakota voter identification law called unconstitutional by voting rights advocates because of systematic disenfranchisement of thousands of Native American voters Confusion at polls as voters turned away by poll workers (tribal identification letters not accepted; discrepancies with addresses) Turnout in record numbers in 2018 midterm elections of Native Americans in parts of North Dakota Motivation for Native Americans to vote and make a statement</p>

Rights of Native Americans

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	
<p>Native American response to colonial settlement mixed and fluid (early peaceful cooperation—Pilgrims at Plymouth; conflict—Virginia)</p> <p>Resistance of Native Americans to American westward expansion more difficult after French and Indian War, American Revolution, War of 1812 (meaningless treaties; Native American disunity)</p> <p>Increased demand for Native American land with expansion of commercial farming and cotton plantations</p> <p>Accommodation of Cherokees to “white civilization” not respected (economic self-sufficiency; political self-government; written constitution; private property; ownership of slaves)</p> <p>Refusal of President Jackson to recognize Supreme Court decision in <i>Worcester v. Georgia</i></p> <p>Death and hardships as result of forced removal to Indian Territory of Native Americans living east of the Mississippi River (Trail of Tears)</p>	<p>Limits for economic self-sufficiency in Indian Territory as a result of environmental differences (unfamiliar land; tribal conflicts; increase in dependence on federal government)</p> <p>Encouragement of Native Americans to assimilate into American society (banning Sun Dance and Ghost Dance; Dawes Act; details about Carlisle School)</p> <p>Further erosion of Native American culture as result of Manifest Destiny (disease; destruction of buffalo; surrender of more ancestral lands; failure of federal government to protect their interests; corrupt federal Native American agents; thousands of settlers; alcohol)</p> <p>Encouragement by government to decrease size of reservations with discoveries of gold on Native American land (Nez Perce)</p> <p>Continued resentment of Native Americans toward authority of United States government (warfare on Great Plains from 1865 to 1890)</p>

Efforts to Address	
<p>Government’s unfair treatment of Native Americans exposed in literature (Helen Hunt Jackson’s <i>Century of Dishonor</i>)</p> <p>Tribes and tribal ownership of land ended in exchange for 160 acres and promise of eventual citizenship (Dawes Act)</p> <p>Inclusion of Native American history and culture in state social studies curriculums (New York State)</p> <p>Treaty cases taken to federal courts by Native Americans</p> <p>Attempts by Eisenhower administration to move Native Americans into mainstream American life and away from reservations (termination policy)</p>	<p>President Lyndon B. Johnson’s War on Poverty funds used to improve reservation conditions (upgrade of educational facilities; occupational training; improvements in housing; support of self-determination)</p> <p>Goals set by American Indian Movement to restore tribal self-government and economic resources guaranteed in treaties (Red Power; Russell Means; Dennis Banks)</p> <p>Organizations created to further goals of justice and equality (National Congress of American Indians; National Indian Youth Council)</p>

Rights of Native Americans

Relevant Outside Information (continued)

(This list is not all-inclusive.)

Impact of Efforts	
<p>Continuation of Native American struggles despite efforts by federal government and others (poverty; low educational achievement; unemployment; infant mortality; health issues)</p> <p>Increase in number of Americans identifying as Native Americans</p> <p>Larger percentage of Native Americans voting and holding political and appointed offices (Ben Nighthorse Campbell; Sharice Davids; Deb Haaland)</p> <p>Native American resistance on Great Plains ended with Wounded Knee Massacre</p> <p>Termination policy unsuccessful (many Native Americans remained on or returned to reservations; many rejected mainstream American urban life)</p>	<p>Legal recognition of tribal lands and financial compensation in settlements through court action</p> <p>Recognition of important role of Native Americans in United States history (National Museum of American Indian, Washington, D.C.; National Museum of American Indian, New York City; state and local museums; increased academic interest in Native American political and cultural history; Smithsonian; National Geographic; media and artistic attention; renaming of Columbus Day to Indigenous Peoples Day)</p> <p>Attempts to correct negative stereotyping (changing of school mascots and professional team names)</p> <p>Pipeline constructed and completed despite protests</p>

When settlers from Europe founded the Jamestown and Massachusetts Bay Colonies in the 17th Century, they came into contact with an unfamiliar culture. The relationship that Europeans and natives developed was often complicated and many times did not work to the advantage of Native Americans. The natives' darker skin and less-developed technology made the Europeans view them ethnocentrically as inferior beings. This sentiment was sustained in the dealings the American government had with Native Americans for centuries. It led to the exploitation of Native Americans that still continues to impact their well-being today. Since George Washington's administration, reformers and activists have advocated policies to assimilate the Native American population believing it would lead to their economic success and adjustment to American society. These attempts rarely met with success or led to Native Americans being treated fairly. The oppression and discriminatory policies that had characterized the US's relationship with the natives for so long continued for centuries.

The US government actively disregarded Native American rights to their ancestral lands. After Thomas Jefferson's purchase of Louisiana, Lewis and Clark were sent to explore the region and learn more about the Native Americans. They were helped on their journey by Native American Sacajawea. Their exploration led to more interest in westward settlement and eventually more challenges to Natives living in the West. Thousands of acres in the Purchase would also mean there would be room to resettle Natives from the East. After the war of 1812, the government negotiated many treaties with the Native tribes, according to Wendell Oswalt. However, these treaties were often ignored and

broken by the government, opening up more land for settlement and taking more land from the Native Americans. With gold discovered in Georgia, the state tried to remove the Cherokees who claimed the land white settlers wanted, which was in close proximity to the gold. In *Worcester v Georgia* case, President Andrew Jackson chose to ignore Chief Justice John Marshall's ruling. The Cherokees were removed along with the Seminoles and other eastern tribes. The Cherokees were forced along the Trail of Tears, which whiped out significant percentages of the native population. During the age of Manifest Destiny and Westward Expantion the building of rail roads near tribal land led to the near death of the vital buffalo herds. For the Natives living on the Great Plains the buffalo meant everything – food, hides, clothing, etc. and killing them meant the end of a way of life. When railroads were completed they brought more settlers and miners to the West. Natural resource development led to mining centers that led to more removal of Natives from their land as can be concluded from the map. Although Natives who were moved from the east to west of the Mississippi were assured by President Andrew Jackson that they would not be moved again, they were. These circumstances led to Natives defending themselves in years of Indian Wars in the West. Violence at Skeleton Canyon, Sand Creek, Wounded Knee, Fetterman, Little Big Horn, and Bear Paw Mountain took a large toll on Natives and whites and did little to stop the advancement of the frontier. As seen in the chart, the 1887 Dawes Act was designed to allot reservation land to individual natives so they could become self-sufficient independent farmers. What this truly was meant to accomplish was the end of the tribes' power and tribal life and an attempt to assimilate Natives into

the culture to control them and possibly end resistance to westward expansion. Millions of acres of land were lost by Natives as a result of the Dawes Act and non-Natives were able to acquire much of it. Whenever the government attempted to address Native American rights, Natives usually lost something. The tragic battle at Wounded Knee in 1890 ended Native resistance to white encroachment but not Native American oppression. Ultimately, the events of the 1800's saw rights for natives diminished and the loss of cultural respect at the hands of the government and western settlers.

In the 1900's, reformers sought an improvement in relations with the Natives. Natives generally suffered economically during the best of times but during the hard times of the Great Depression their situation worsened. President Franklin Roosevelt's "Relief and Recovery" ideas had an impact on Native American policies. The 1934 Indian Reorganization Act aimed to undo the damage from the Dawes Act by returning some land to the tribes. Reclaiming their land meant that Native American tribal customs could be saved too. Natives could have more influence over their own lives and gain more cultural acceptance. The American Indian Movement sought the honoring of past treaties and wanting to make more people aware of the injustices Natives had faced. They occupied Alcatraz Island - which had been seized and turned into a prison and Wounded Knee, the site of the 1890 massacre of the Sioux. In 1970, President Nixon called for improved relations with the natives and advocated for more self-determination. This eventually led to natives operating casinos on their land, which was encouraged by the Indian Gaming Regulatory Act. This helped some tribes including the Oneidas in New York State to become economically

self-sufficient. As stated by Susan Harjo, the US government took steps to preserve native religious liberties and sacred places, through the joint-ownership of land or its complete return to the natives. Native culture and rights were formally recognized, such as in the case of the Montana Indian Education for All Act, as stated by CQ Researcher. Natives want their true story told in schools and feel when this happens their children feel more understood and comfortable going to school. If more Native children are motivated to stay in school more will graduate and have more opportunities in their future. This could make a real difference economically and psychologically to Natives. These reforms expanded the rights and opportunities of Natives in the United States.

The reforms of the 1900's strengthened the Native's fight against the corrupt actions of the Bureau of Indian Affairs and other unjust practices of other federal and state agencies. Native Americans have also gained more confidence and have become more engaged in advocating for themselves, when the Dakota Access Pipeline was proposed, creating an oil pipe line running straight through tribal lands, the Standing Rock Sioux spent over 2 years protesting and trying to block the construction, according to Justine Worland. The Seattle Times reported that many neighboring tribes came to the Sioux's aid, joining in the peaceful protesting. The Sioux have been fighting to protect their sacred lands since the 1800s and it is clear that their concerns have not been listened to. The pipeline planning should have included more Native American opinions but it didn't. The pipeline despite Sioux concerns went ahead anyway. Court challenges will not necessarily do any more to protect Native interests. However, to gain more of a voice in their communities they rejected

voter suppression. In 2018, Natives in North Dakota defended their right to vote despite a new voter ID law by turning out to vote in record numbers, as observed by Katie Reilly. As more Natives vote more political candidates will have to listen to their concerns. If this happens decisions over land claims and pipelines will begin to reflect the Native American point of view. The most recent events seeking to defend Natives' rights has made the United States' society more sensitive to the Natives' struggle and plight, and it has caused the society to reflect on the injustices faced by the Natives in earlier centuries. Discussions about reparations have been ongoing and some believe they have begun to be made, in legislation such as the Indian Gaming Regulatory Act of 1988. However, others believe returning Native land is the only fair method of reparation. The continued efforts of Native groups in the modern era has kept the fight for Natives' rights alive, and has changed society's view of the Native peoples—seeing them as mistreated equals instead of inferior, primitive beings.

Anchor Level 5-A

The response:

- Thoroughly develops *all* aspects of the task evenly and in depth for the rights of Native Americans
- Is more analytical than descriptive (relationship between Europeans and Native Americans often complicated and many times did not work to advantage of the latter; 1800s saw rights diminished and loss of cultural respect at hands of government and western settlers; want their true story told in schools so children feel more understood and comfortable; if children motivated to stay in school more will graduate and have more opportunities; pipeline planning should have included more opinions; as more vote more political candidates will have to listen to concerns then land claims and pipelines will begin to reflect their point of view; more sensitivity to plight causing society to reflect on injustices they faced in earlier centuries)
- Incorporates relevant information from all the documents
Incorporates substantial relevant outside information (darker skin and less developed technology made Europeans view Native Americans ethnocentrically; since Washington administration reformers and activists advocated assimilation policies believing they would lead to economic success and adjustment; Sacajawea helped Lewis and Clark; in *Worcester v. Georgia* President Jackson chose to ignore Chief Justice Marshall's ruling and Cherokees, Seminoles, and other eastern tribes were removed; Cherokees forced along Trail of Tears; during Manifest Destiny the building of railroads led to near death of vital buffalo herds; Dawes Act meant to end power of tribes and tribal life and attempt to assimilate them; tragic battle at Wounded Knee ended resistance to white encroachment but not oppression; Alcatraz seized and turned into prison; operating casinos helped some tribes including Oneidas in New York become economically self-sufficient; reforms of 1900s strengthened fight against corrupt actions of Bureau of Indian Affairs; pipeline went ahead despite Sioux concerns and court challenges; discussions about reparations ongoing)
- Richly supports the theme with many relevant facts, examples, and details (after War of 1812 government negotiated many treaties; railroads built near tribal land during westward expansion; violence took large toll on Native Americans and whites and did little to stop advancement of frontier; Dawes Act designed to give reservation land to individual Native Americans; Indian Reorganization Act returned some land to tribes; Sioux massacred at Wounded Knee; President Nixon advocated for more self-determination; Indian Gaming Regulatory Act encouraged Native Americans to operate casinos on their land; when Dakota Access Pipeline was proposed many neighboring tribes came to Sioux's aid joining in peaceful protest; in 2018 Native Americans in North Dakota defended right to vote by voting in record numbers)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that summarize that Native Americans have continued their struggle to achieve respect and equality

Conclusion: Overall, the response fits the criteria for Level 5. Strong historical details effectively support a critical appraisal of documents and thoughtful conclusions about the still evolving complicated relationship between Native Americans and the government. Analytic statements concerning Native American advocacy and self-determination provide a thoughtful connection to societal reflection and Native American reparations.

Long before the foundations of the United States were laid and European settlers colonized the Americas, Native American tribes were spread across the landmass, each with their own culture and beliefs. Since the arrival of the European settlers and throughout the course of American history, Native Americans have been pushed further and further away from their land. In more recent years, historians, politicians, and everyday people have looked back on past actions through a contemporary lens, and this has led to a greater discussion about the rights of Native Americans, which has permeated countless aspects of culture and caused some significant change. While some efforts to increase the rights of Native Americans have been successful, there is still a lot of progress that needs to be made.

Since the European explorers arrived in the Americas in 1492, and since the settlement of Jamestown, Native Americans have been pushed out of their land. Although Pocahontas married John Rolfe, there were conflicts between Virginia's Native Americans and the colonists that led to wars that Native Americans could not win. The Virginia colonists kept taking land from Native Americans as did New England settlers. Peaceful Thanksgiving celebrations did not last as colonists kept pushing Native Americans off their land. The Quakers tried to keep peace with Native Americans but as more settlers arrived things changed for the worse for Native Americans in Pennsylvania too. "virtually all inhabitable land in North America was occupied by Native Americans when Europeans arrived but by the time the colonies declared independence, Native Americans had steadily lost more and more land and government power over them increased as treaties were signed" (Document 1). The relationship between the United States

and Native Americans was defined by treaty commitments that were often ignored. Andrew Jackson believed treaties did not have to be honored. Believing that “voluntary removal” was in the best interests of Native Americans (really the whites) Jackson did nothing to protect the Cherokees in Georgia. More treaties were signed in which Native Americans exchanged land in the East for land in the West with promises of government help in the resettlement. These promises were not kept. In about 500 years, 97.5 percent of land was stolen or purchased on likely false premises from Native Americans. This includes sacred lands, homes, and historical landmarks. The government did not seem to care about preserving Native American culture. In Document 2, the map shows many of the developments that had a negative impact on Native Americans and a number of battles and massacres that occurred between 1860 and 1890. Since the settlement of Jamestown, relations with Native American tribes, or between Native Americans and European settlers, have almost never been on good terms for the Native Americans and worsened as ancestral land and hunting grounds were threatened by homesteaders in the trans-Mississippi West. Despite tribal resistance and some success in battles such as Custer’s Last Stand, Native Americans were no match for the United States Army, bad government policies, disease, and people pushing West.

The Carlisle Indian School was an effort made by the government to make Native Americans less “Indian” by making children give up their identity and learn vocational skills while living away from their family. Government efforts since have been more positive and efforts are being made to repair damages, return land, and uphold broken treaties. Document 3 details a number of efforts meant to increase the

rights of Native Americans, including the Indian Citizenship Act. Red Power activities of the American Indian Movement have targeted long-held Native American grievances, and the White House Tribal Nations Conference is where issues affecting Native Americans can be discussed. Document 4b states that the Indian Education for All Act in Montana was a landmark effort to include more education about Native Americans in public schools. It was thought that since Native American students are often at risk for dropping out of school that learning more about their history might make school more meaningful. Documents 5a and 5b showcase efforts by Native Americans to preserve their rights by protesting against a damaging oil pipeline in North Dakota. They believe the pipeline could ruin sacred lands. The Sioux have taken a strong stand in support of protecting their land from possible threats of oil spills and water contamination. Presently, Native Americans are being treated more fairly and their rights are more often upheld by the courts, but they are still resisting. They are still struggling to be recognized as “national equals.” There is more progress to be made. The fact that corporations are attempting to construct an oil pipeline that would harm Native American land at all is an issue that needs to be addressed further. Some federal tribal agreements have been successful in protecting sacred places as Document 4a states. However, corporations have to be more aware of the importance Native Americans attach to the land and the environment when they plan commercial developments. Native American protests have not stopped the building of malls and highways. Their protests have not stopped oil from moving through the pipeline. In Document 6, Katie Reilly writes about a voting law in North Dakota designed to

disenfranchise Native American citizens living on reservations and make it harder for them to vote. There are still efforts that need to be made in order to uphold and protect the rights of Native Americans. State legislatures that make election laws need to consider that Native Americans often live in isolated areas, often without access to roads and transportation. Native Americans don't necessarily live in city neighborhoods so there are many barriers for them to even have a chance to vote — such as no street addresses. States should consider what can be done to make voting easier, not harder for Native Americans. Native Americans have served the country in many ways, including volunteering to fight in World War II, Korea, and Vietnam. As patriots and United States citizens they should not be denied the right to vote. Those who try to keep Native Americans from voting are ignoring the Indian Citizenship Act and federal voting rights laws.

Though progress made in recent years dealing with protecting the rights of Native Americans has been a significant improvement over the lack of efforts made prior to the late nineteenth century, there is still a long way to go until Native Americans are treated fairly and equally in American society. Looking back at Native American history through a contemporary lens, it can be seen that in many ways Native Americans are still “forgotten Americans” whether they live on reservations or in cities. Because Native American culture is not always understood, Native Americans still suffer from negative stereotyping such as in the use of mascots. Native Americans continue to be challenged by environmental threats such as fracking for oil and gas on tribal lands. In the 21st century more efforts will have to be made to insure full respect for Native American rights.

Anchor Level 5-B

The response:

- Thoroughly develops *all* aspects of the task evenly and in depth for the rights of Native Americans
- Is more analytical than descriptive (before European colonization Native Americans spread across landmass with culture and beliefs; in recent years historians, politicians, and everyday people have looked back on past actions through a contemporary lens leading to greater discussions about rights; relationship defined by treaties that were often ignored; despite tribal resistance and some success in battles they were no match for United States Army; bad government policies, disease, and people pushing west; since students often at risk for dropping out then learning more about their history might make school more meaningful; still struggling to be recognized as national equals; those trying to keep them from voting are ignoring Indian Citizenship Act and federal voting rights laws)
- Incorporates relevant information from all the documents
- Incorporates substantial relevant outside information (since European explorers arrived in Americas in 1492 and settlement of Jamestown they have been pushed off land; Virginia and New England colonists kept taking land; peaceful Thanksgiving celebrations did not last; Quakers tried to keep peace with them; Jackson believed voluntary removal was in best interest of and did nothing to protect Cherokees; relations with settlers worsened as ancestral land and hunting grounds threatened by homesteaders in trans-Mississippi West; Carlisle School made children give up identity and learn vocational skills while living away from family; Red Power activities of American Indian Movement targeted long-held grievances; state legislatures making election laws need to consider that they often live in isolated areas often without access to roads and transportation; served country in many ways including volunteering to fight in World War II, Korea, and Vietnam; because culture not always understood they still suffer from negative stereotyping such as use of mascots; environmental threats such as fracking on tribal lands)
- Richly supports the theme with many relevant facts, examples, and details (number of battles and massacres between 1860 and 1890; passage of Indian Citizenship Act; activities of American Indian Movement; issues to be discussed at White House Tribal Nations Conference; Indian Education for all Act an effort to include more education about them in public schools; protested against a damaging oil pipeline in North Dakota to protect land from possible threats of oil spills and water contamination; some federal tribal agreements successful in protecting sacred places; protests have not stopped building of malls and highways; protests have not stopped oil from moving through pipeline; voting law in North Dakota designed to disenfranchise citizens living on reservations)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discuss continuing efforts to recognize and increase the rights of Native Americans

Conclusion: Overall, the response fits the criteria for Level 5. The premise of viewing Native American culture, protests, and good citizenship through a contemporary lens leads to thoughtful conclusions about why more progress needs to be made. Relevant outside information supports document interpretation that is effectively woven into the narrative.

The rights of Native Americans have been debated throughout American history. Native Americans and the relationship between them and white Americans has been discussed by historians extensively. The response by Native Americans in relation to this oppression and lack of rights has been ongoing.

Ever since Europeans arrived in the Americas, Native Americans have been oppressed, and disregarded by whites who felt superior to the “savage Indians.” A disregard for Native Americans happened in different ways throughout colonial America. Colonists had weapons and were more unified than scattered tribes who weren’t able to stop the whites from taking their land. Government power over Native Americans escalated between 1778 and 1800. By the early 1800s when France sold President Jefferson the Louisiana Territory, settling millions of acres of land and reaching the Pacific Ocean became a possibility. Native Americans living in the way of Manifest Destiny and pioneers would have to be dealt with. Native American tribes became seen as quasi-sovereign peoples, not national equals, who were being exploited by government treaty making (Document 1). The relationship between Native American groups and white Americans was neither a relationship between independent nations nor one of equality between parts of the same nation. This put Native Americans at a disadvantage when it came to protecting their interests. Many treaties were signed but almost none had a good outcome for Native Americans. In fact, removal from tribal lands became a way for the government to open more land for white settlement (Document 1). From 1860-1890 the infringement on Native American lands on the Great Plains and beyond as a result of westward expansion lead to a further

restriction of Native American rights. Some Native Americans fought bad treaties but others thought if they became more “civilized” they would be allowed to stay on their land. The Georgia Cherokees became farmers, Christians, and had their own newspapers and alphabet. The Cherokees thought by assimilating they could save themselves and stay on their land. The Trail of Tears proved them wrong and their situation got worse. Moved to the West they eventually found themselves on reservations that kept getting smaller. This happened to almost all tribes. By Wounded Knee in 1890 there was almost no hope that Native American rights of any kind would be respected whether they assimilated or not. A 21st century modern example of the restriction of Native people’s rights shows that discrimination against Native Americans still existed. In 2017 a North Dakota voter identification law was passed which restricted the ability of Native people to vote by requiring a home address to register to vote. Single home addresses are not common on reservations which specifically restricted Native Americans from voting (Document 6). This restriction of voting rights, the destruction of sacred sites, and the absence of Native Americans from school curriculum are just a few ongoing factors surrounding this civic issue. From the relocation of Native Americans onto reservations where they would have few opportunities to the denial of their citizenship rights in North Dakota, Native Americans have not been treated as “national equals”. The view of Native Americans by white Americans as inferiors that began in our early history is the key to understanding the historical circumstances surrounding the long-standing issue of Native American oppression and suppression of rights. Native Americans have not reacted to this

treatment in a passive way.

Facing continued restrictions and oppression Native Americans have taken action in order to stand up for themselves and their rights. For instance, in response to the construction of a pipeline that would carry oil through Native American land in North Dakota, many tribes worked together and protested by sitting on and occupying the disputed land (Document 5b.) Their persistence in opposing this construction has not been successful in stopping the construction of the pipeline. The economic benefits of the pipeline seem to outweigh Native American opposition. Protecting Native American religious liberty and sacred places has been almost impossible but Native Americans continue to try (Document 4a). The United States government has also attempted to address the continued oppression of Native people, for example in 2009 President Obama took a progressive action in order to take a step toward improving relations between the US government and tribe leaders by establishing the White House Tribal Nations Conference (Document 3), where issues of importance could be discussed. Improving the Native American educational experience as Montana has done is an important goal (Document 4b). Discussions about how the federal government can help do this could be vital to Native American students around the country. Solutions to problems might be found with the government and Native Americans working together which has not always been the case. The protest of the Dakota Access Pipeline and the actions of President Obama show the attempts of the government and of native peoples to stop the oppression of Native Americans.

Although Native Americans have been continuously oppressed

throughout American history from their first contact with Europeans to the modern day, actions are being taken to try to fix these issues. Native Americans have never stopped pushing back. They fought the colonists who were taking their land and Andrew Jackson's Indian Removal. Once in the West they fought the army on the Great Plains. More recently young Native Americans have successfully organized to protest unjust voting laws in North Dakota (Document 6). Although the oppression of Native Americans has been extensive and ongoing so have their efforts to gain the respect they deserve.

Anchor Level 4-A

The response:

- Develops *all* aspects of the task for the rights of Native Americans
- Is both descriptive and analytical (since European arrival Native Americans oppressed and disregarded by whites who felt superior relationship was neither a relationship between independent nations nor one of equality between parts of same nation; removal from tribal lands a way for government to open more land for white settlement; by the time of Wounded Knee there was almost no hope rights would be respected whether assimilated or not; from relocation to reservations to denial of citizenship rights in North Dakota they have not been treated as national equals; view of them as inferiors that began in early history a key to long-standing issue of oppression and suppression of rights; improving their educational experience as Montana has done is an important goal and could be vital to students around the country)
- Incorporates relevant information from all the documents
- Incorporates relevant outside information (colonists had weapons and were more unified than scattered tribes; when France sold Jefferson the Louisiana Territory settling millions of acres of land and reaching Pacific Ocean became a possibility; some fought bad treaties but others thought if they became more “civilized” they would be allowed to stay on land; Georgia Cherokees became farmers, Christians, and had own newspapers and alphabet; Cherokees thought assimilation could save them; Trail of Tears proved Cherokees wrong and situation got worse as they eventually found themselves on reservations; persistence in opposing construction of pipeline in North Dakota not successful in stopping construction as economic benefits seem to outweigh opposition; fought colonists and Jackson’s Indian Removal Act)
- Supports the theme with relevant facts, examples, and details (many treaties signed but almost none a good outcome for them; infringement on lands as result of westward expansion led to further restriction of rights; passage of North Dakota voter identification law restricts ability to vote by requiring a home address which is not common on reservations; restriction of voting rights, destruction of sacred sites, and absence from school curriculums are ongoing factors; many tribes worked together to protest construction of oil pipeline in North Dakota by sitting on and occupying disputed land; in 2009 President Obama established White House Tribal Nations Conference to improve relations between government and tribal leaders; successfully organized to protest unjust voting laws)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that briefly summarizes the Native American struggle for rights

Conclusion: Overall, the response fits the criteria for Level 4. The futility of assimilation and continuing Native American oppression are supported by good historical understandings, especially in the discussion of the Cherokees. Thoughtful insights about the persistent efforts of Native Americans to protest injustices are reflected in some analytical conclusions, that would have benefited from additional supporting facts and details.

Some good relationships between Native Americans and European settlers did exist in the earliest days of European colonization. Different attitudes about land ownership and almost constant movement west became threatening to Native Americans which is one of the reasons why Native Americans have been in conflict with Americans since colonial times. Unfortunately, Native Americans often, because of being seen as different, have been treated very poorly throughout U.S. history. Many of the constitutional and civic issues faced by Native Americans have been debated and efforts to address these injustices have been made by individuals, groups, and the government. These efforts regarding the rights of Native Americans have achieved varying degrees of success and some have led to Native Americans being viewed more positively and fairly in American society.

With America still under British rule, the British issued the Proclamation of 1763 to ban colonists from moving out west past the Appalachian mountains. They did this in order to prevent further conflict with the Natives. Even though they issued this, the colonists went past the Line which meant more conflicts and resentment of the Native Americans. After gaining independence from Britain, the U.S. greatly increased their power over tribes who were viewed as dependent nations. Treaties made between the years of 1778-1800 began to define the relationship between the American government and these "quasi-sovereign people." (Document 1). Losing more of their land led to even more conflicts with "whites" and more bad treaties. Many treaties after the War of 1812 resettled Native Americans on other lands (Document 1) and opened up more land for American settlers.

During the presidency of Andrew Jackson resettling meant removal west of the Mississippi. The Cherokees developed issues in Georgia when the settlers and the state wanted their land. This led to Jackson enforcing the Indian Removal Act and moving the Cherokees to Indian territory in the West. Although the Supreme Court upheld the rights of the Cherokees in *Worcester vs. Georgia*, Jackson moved them anyways, which became known as the Trail of Tears. Natives once in the West were eventually forced onto smaller and smaller reservations as more settlers moved to the west. Additionally, in later years when building a transcontinental railroad on land that originally belonged to Native Americans, direct conflict with Natives became more common. Not only were buffalo killed to feed railroad workers but when completed the railroad brought tourists and hunters who shot the buffalo for sport. As people moved out west, and put more pressure on Native American land and culture, warfare became more common and resulted in tragedies such as the Sand Creek Massacre and the Battle of Wounded Knee (Document 2). Clearly, there has been much conflict between Natives and Americans over land rights, broken treaties, and cultural disrespect.

There have been many efforts to address the Native American constitutional and civic issues. Some Native Americans were given citizenship in the Dawes Act which continued the government efforts to acquire more land from Native Americans. Finally the Indian Citizenship Act granted citizenship to indigenous Americans in 1924. Native Americans were living in America long before the European colonists but were almost the last to become citizens. They were often not seen as equal citizens even after 1924. States such as North

Dakota in 2017 purposely made it hard for Native Americans to vote (Document 6). Much has been done by the government attempting to address issues and wrongdoings towards natives such as the Indian Reorganization Act. This attempted to reverse the impact of the Dawes Act by restoring land to reservations (Document 3) and there have been some successful court challenges to voter ID laws in North Dakota. However, much of the past cannot be undone but efforts by Native Americans to protect their rights continue. Native Americans have protested against injustices in many different ways throughout US history. Their protests have continued into the 21st century. The Standing Rock Sioux tribe, just like many Native American groups before them, do not like what is happening to their ancestral lands, either environmentally or spiritually. They were joined by tribes from across Washington and a diverse group of non-Native Americans in a peaceful occupation of ancestral lands where the tribe was opposing and trying to stop the construction of the Dakota Access Pipeline. (Document 5a, 5b). Additionally, states like Montana and New York have taken action to integrate teaching about Native Americans into schools' curriculum. Montana wants to recognize the distinct and unique cultural values and heritage of the Native Americans (Document 4b). New York State students begin learning about Native Americans and their culture as early as elementary school. Thus, efforts have been made by individuals and the government to address issues concerning Native Americans. Some of these efforts have helped to make Native Americans feel more a part of American society and have helped American society better understand Native Americans.

Although American society has become more accepting of Native

Americans they continue to be marginalized. As early as the 19th century, tribes were regarded as quasi-sovereign peoples, not as national equals. This view led to diminished tribal control over their destiny, their increasing exploitation, and federal paternalism (Document 1). This caused the government to be a dominant force over the Natives giving them very little say over their lives. As a result the Natives were not viewed in the same light as other Americans. To make Native Americans more like other Americans who were in charge of their own destiny they were initially encouraged (“forced”) to assimilate into American culture in government schools such as the Carlisle School and in the intention of the Dawes Act. Over time it was realized this was wrong but trying to right the wrongs was almost impossible. Much damage had been done to their self-esteem and spirit. With the help of individuals and the government, Native American history and their experiences are better understood. When states like Montana and New York embrace the culture of Natives in their school curriculum (Document 4b) more children begin to understand and respect Native American culture and hopefully become more kind and tolerant. Natives gained their citizenship, and have been elected to political office and are willing to fight for their constitutional rights (Document 3).

Native Americans have increasingly become a part of American society but many remain separated from American society living on reservations with limited opportunities.

Anchor Level 4-B

The response:

- Develops *all* aspects of the task for the rights of Native Americans
- Is both descriptive and analytical (different attitudes about land ownership and almost constant movement west was threatening to Native Americans; often because of being different they were treated poorly throughout history; living in America long before European colonists but almost last to become citizens; North Dakota in 2017 purposely made it hard for them to vote which meant they were denied equality; much of past cannot be undone but efforts to protect rights continues; some efforts helped make them feel more a part of American society and helped American society better understand them; trying to right wrongs almost impossible because so much damage was done to self-esteem and spirit; more children beginning to understand and respect their culture and hopefully becoming more kind and tolerant; although increasingly a part of American society many remain separated from American society living on reservations with limited opportunities)
- Incorporates relevant information from all the documents
- Incorporates relevant outside information (Proclamation of 1763 issued to ban colonists from moving past Appalachians but colonists did anyway meaning more conflicts and resentment; issues for Cherokees in Georgia when settlers and state wanted their land; rights of Cherokees upheld in *Worcester v. Georgia* but Jackson forced them to move west on Trail of Tears when enforcing Indian Removal Act; when building transcontinental railroad on land originally belonging to them buffalo were killed to feed railroad workers and completed railroad brought tourists and hunters who shot buffalo for sport; some successful court challenges to voter ID laws in North Dakota; New York state students begin learning about them in elementary school; initially encouraged/forced to assimilate into American culture in schools such as Carlisle and in intention of Dawes Act; elected to political office)
- Supports the theme with relevant facts, examples, and details (after independence United States greatly increased power over tribes who were viewed as dependent nations; treaties between 1778 and 1800 began to define relationship between government and quasi-sovereign people; warfare common and resulted in tragedies such as Sand Creek Massacre and Battle of Wounded Knee; much conflict over land rights, broken treaties, and cultural disrespect; Indian Citizenship Act granted citizenship to indigenous peoples; Indian Reorganization Act attempted to reverse impact of Dawes Act by restoring land to reservations; Standing Rock Sioux joined by tribes across Washington in peaceful occupation of tribal lands to oppose and try to stop construction of Dakota Access Pipeline)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a one-sentence conclusion that states opportunities for Native Americans are still limited

Conclusion: Overall, the response fits the criteria for Level 4. Thoughtful conclusions reflect historical insights about the continued marginalization of Native Americans despite gains in equality. Document interpretation is supported by relevant outside information but further explanation would have strengthened the discussion.

Ever since the western hemisphere was colonized by Europeans, conflict with Native Americans became almost inevitable. The Spanish attempted to convert natives to christianity, but also forced them into a brutal encomienda system. As a result, the Pueblo revolt in the 1600s in the southwest happened in retaliation to the poor and unjust treatment that the natives faced. Later after the American colonies were self-governing and free from mercantilist England, President Thomas Jefferson added the Louisiana Purchase in 1803. This ultimately lead to the United States to grow massively, nearly doubling the land mass. However, this caused more conflict between natives as the American people moved westward into their territory. When Andrew Jackson became president, Native Americans lost even more of their rights. Rights were taken away even more, as he sent Natives to live in the west on the devastating "Trail of Tears." Since colonial times American selfishness lead to limited rights for native Americans.

United States citizens began to move westward in larger numbers as a result of the common belief in "Manifest Destiny." Many believed it was a God Given Right to expand into new territories and to stretch American soil from the Atlantic to the Pacific Ocean. In document 2, it is displayed that as Americans moved westward and industries such as railroads developed more conflicts between settlers and Natives occurred. For example, the Battle of Little Big Horn occurred due to a railroad line that had been built near Indian land where gold had also been discovered. Plains Indian tribes were fighting against being moved to reservations. According to Document 1 Native American tribes were not equal to the United States government and Native Americans were not equal to whites. From as early as the 1700's, they were considered to be

“quasi-sovereign” peoples. In the 1800s, many Native Americans were removed from their lands by treaties. Between 1860 and 1890 as the West grew in population and more troops arrived to protect settlements many Native Americans lost their lives in battles such as Skeleton Canyon (Doc 2). The exploitation of native Americans continued when the Carlisle Indian school was founded in 1879. Natives were forced to assimilate and attend modern, American schooling systems far from their tribal homes, rather than continuing their own traditional approach to education on their reserves (Doc 3). Also in document 3, the Dawes Severalty Act is depicted as a selected event in Native American relations with the United States. Native American families were given their own land to farm rather than work together as a tribe. However, this had a bad impact on the Natives because it took them away from their traditional Native American lives. In the 1930s this was seen as unjust and land was given back to tribes.

In today’s society the limitations on Native American Rights still remains consistent. Starting in 2014, an oil pipeline was established on ancestral lands of Native Americans. Many modern tribal groups protested this as it was just another selfish act by Americans to neglect the Native American culture (Doc 5a + 5b). Supporters of the pipeline believed that oil was more important than Native American ancestral lands. This is similar to what supporters of railroads and mines said in the 1800s. Native Americans are still losing their arguments.

All in all, the greed of American settlers throughout history has had an immense impact on the rights of Native Americans. These were limited due to the settler’s beliefs in Manifest Destiny, and the ultimate search for economic prosperity seemed to be the goal of the

American settler, rather than taking in to consideration the effect it had on other peoples, like Native Americans. This lead to major conflicts and the destruction of many lives. Native Americans are still struggling to be understood and heard.

Anchor Level 3-A

The response:

- Develops *all* aspects of the task for the rights of Native Americans
- Is both descriptive and analytical (since colonial times Americans limited their rights; in Dawes Severalty Act families given own land to farm rather than working together as tribe taking them away from traditional lives; in 1930s Dawes Act seen as unjust and land given back to tribes; in today’s society limitations on rights remain consistent; supporters of pipeline believed oil more important than ancestral lands similar to what supporters of railroads and mines said in 1800s; beliefs in Manifest Destiny and ultimate search for economic prosperity seemed to be goal of American settler rather than taking into consideration effect on other peoples)
- Incorporates some relevant information from documents 1, 2, 3, and 5
- Incorporates relevant outside information (Spanish attempted to convert Native Americans to Christianity but also forced them into brutal encomienda system; Pueblo Revolt in 1600s in Southwest happened in retaliation to poor and unjust treatment; after American colonies were self-governing and free from mercantilist England President Jefferson added Louisiana Purchase in 1803 which ultimately led to massive United States growth nearly doubling land mass; when Jackson became president they lost even more rights as he sent them to live in West on devastating Trail of Tears; United States citizens began to move westward in larger numbers as result of common belief in Manifest Destiny believing “God-given right” to expand American soil from Atlantic to Pacific; Battle of Little Big Horn occurred due to railroad line built near land where gold also discovered; Plains Indians tribes fought against being moved to reservations; exploitation continued when they were forced to assimilate and attend modern American schooling systems far from tribal homes rather than continuing traditional approach on reservations)
- Includes some relevant facts, examples, and details (American people moving westward caused more conflict; development of industries such as railroads led to more conflict; as early as 1700s they were considered to be quasi-sovereign peoples; in 1800s many were removed from lands by treaties; between 1860 and 1890 West grew in population; Carlisle Indian School founded in 1879; in 2014 oil pipeline established on ancestral lands; still losing arguments)
- Demonstrates a satisfactory plan of organization, includes an introduction that discusses how conflicts with Native Americans became almost inevitable when Europeans colonized the Americas and a conclusion that states Native Americans are still struggling to be understood and heard

Conclusion: Overall, the response fits the criteria for Level 3. The discussion of the exploitation of Native Americans includes some good historical references. Analytic statements throughout the response would have benefited from additional supporting facts and details.

Native Americans became heavily involved with Europeans starting in 1492 when Christopher Columbus made contact with them on behalf of the Spanish Kingdom. This began the Columbian exchange in which Europeans from multiple countries became involved in trade with the Natives, exchanging goods not found in the other half of the world. As the Europeans began to colonize the Americas each nation developed a different relationship with the Natives. Some traded with them while others went to war or enslaved them. After the American Revolution, the United States desire to move west increased. This led to various conflicts with the Native Americans over land they had considered theirs for centuries. Conflicts still continue in the Present day, United States. Native American Rights have always been an important topic and there have been positive and negative efforts made to address them.

Throughout U.S. history many negative efforts have been made to suppress Native American Rights. Following the War of 1812 many treaties were negotiated between Native Americans and presidents that removed Native Americans from their land. These treaties opened up more of the West and the United States began to develop an idea of Manifest destiny in which they desired to extend their land across North America. One problem is that westward expansion would lead to conflicts with the Natives who already lived there. President Andrew Jackson is known for disregarding the results of the Court case Worcester vs. Georgia, and forcing the Native Americans to move West. Manifest Destiny would force Native Americans to keep moving. Document 2 shows how small the Reservations were becoming and how they were often near or in the middle of cattle trails and Railroad routes. This was not good for Native Americans. The United States

Government also tried to justify treatment of Natives politically. As stated in Document 1, Nearly 400 treaties were created by the government that took advantage of Native Americans who were not treated as equals and who did not have constitutional rights to protect. The treaties were an attempt to restrict Native American land holdings in the name of westward expansion. Another attempt to suppress Native American Rights was the Dawes Act. The Dawes Act attempted to assimilate Native Americans into U.S. society by giving them tribal land to settle and farm. The Carlisle School also tried to assimilate them by exposing them to U.S. culture. While some Natives gained citizenship in the Dawes Act and became a part of U.S. society, they were forced to give up part of their Native American culture in exchange for their citizenship. Assimilation also involved religious practices, when many natives were forced into Christianity, in order to become part of American society. Attempts to suppress native American Rights continue to even more modern times. Documents 5a and 5b show how Native American land is being threatened by the construction of an oil pipeline in North Dakota. The Standing Sioux tribe is protesting its construction upon ancestral lands until its waters and cultural resources are protected. Many protesters gathered in support of the tribe. This shows how even in modern times decisions are made that negatively impact Native American Rights.

While many made attempts to restrict Native American Rights, some have made a positive impact. As Depicted by Document 3, from 1879 to 2009 many recorded events transpired that positively impacted Native American Rights. These include the passing of the Indian Citizenship Act, and the White house tribal Nations Conference which

gave Native Americans more opportunities for political involvement and dialogue with the government. Both the Federal Government and State level Governments have made efforts to improve Native American Rights. Document 4a describes Federal-Tribal agreements which protected Native American land. Document 4b states how Montana's state Constitution includes a provision to encourage the teaching of Native American Cultural Heritage in their schools. More Native Americans have been standing up for their rights. For example Document 6, describes how Alexis Davis of the turtle Mountain Youth Council, was actively encouraging Native Americans to vote, despite a very restrictive voter ID law in North Dakota. Efforts that have been made to protect Native American cultural heritage and voting rights have made a positive difference in their lives. They have also led to some Americans becoming more concerned about the need to do more for Native Americans who continue to experience barriers to full equality.

Both positive and negative efforts have been made to address Native American Rights. This issue along with other issues has been in conflict since the beginning of American history and still persist in present day times.

Anchor Level 3-B

The response:

- Develops *all* aspects of the task for the rights of Native Americans
- Is more descriptive than analytical (moving west led to conflicts over land they had considered theirs for centuries; Manifest Destiny would force them to keep moving; nearly 400 treaties took advantage of Native Americans who were not treated as equals and who did not have constitutional rights to protect them; treaties attempted to restrict landholdings in name of westward expansion; Carlisle School attempted to assimilate by exposing them to United State culture; White House Tribal Nations Conference gave more opportunities for political involvement and dialogue with government; efforts to protect cultural heritage and voting rights are a positive difference)
- Incorporates some relevant information from all the documents
- Incorporates relevant outside information (involved with Europeans when Columbus made contact on behalf of Spanish in 1492; in Columbian exchange Europeans from multiple countries involved in trade with them; some countries traded while others went to war or enslaved them; after Revolution the desire to move west increased; treaties opened up more land and idea of Manifest Destiny began to develop in which United States desired to extend its land across North America; President Jackson known for disregarding results of Court case *Worcester v. Georgia* and forcing them to move west; Dawes Act gave some citizenship but forced them to give up part of their culture; assimilation involved religious practices forcing many into Christianity; some Americans becoming more concerned about need to do more for Native Americans who continue to experience barriers to full equality)
- Includes some relevant facts, examples, and details (following War of 1812 many treaties removed them from land; reservations becoming smaller and often near or in middle of cattle trails and railroad routes; Dawes Act gave tribal land to settle and farm; land being threatened by construction of oil pipeline in North Dakota; Standing Rock Sioux protesting construction of oil pipeline until waters and cultural resources protected; many protesters gathered to support Standing Rock Sioux; Indian Citizenship Act passed; Montana’s state constitution includes provision for teaching of cultural heritage in schools; Alexis Davis of Turtle Mountain Youth Council actively encouraged them to vote despite a restrictive voter ID law in North Dakota)
- Demonstrates a satisfactory plan of organization, includes an introduction and a conclusion that discuss how Native American rights have been an issue since the beginning of American history despite positive and negative efforts to address them

Conclusion: Overall, the response fits the criteria for Level 3. Important historical concepts are referenced, establishing a good context for a discussion of circumstances surrounding the denial of Native American rights. A somewhat methodical use of documents is offset by some analytic statements that would have benefited from further development.

Throughout US history, there have been many debates about constitutional and civic issues. Both government officials and ordinary citizens have worked to address these problems. The rights of indigenous peoples of the Americas is an important issue that has been dealt with by many different groups.

America's issues with Native American rights began before America did. Before European colonists began moving to the New World "virtually all inhabitable lands in North America was inhabited by Native Americans.... By the 1990s, Indian reservations in the United States represented about 2.5 percent of the country." (doc. 1) The settlers took over the lands and needed to do something with the natives – so they gave them an ever-decreasing portion of the land. The US government made treaties with them, but they were not treated as "national equals" (doc. 1), and treaties were often discarded if something valuable like gold or oil was discovered on tribal lands, like when the US reneged on its agreements regarding the Black Hills of South Dakota. Many Native Americans and their advocates think this treatment is unfair, so there have been numerous attempts throughout American history to address this injustice.

While the government's treatment of Native American sovereignty is mixed, treatment of them has improved. In 1924, Native Americans were granted US citizenship (doc. 3), and federal-tribal agreements about co-ownership of sacred places has in some cases "been in place and working to the satisfaction of all parties for over 40 years." (doc 4a). Native Americans themselves also went on a campaign for rights similar to the Black Civil Rights movement, and were given reparations from the government. They have recently protested against

the government's attempt to build an oil pipeline through tribal lands in 2014 (doc. 5a). The movement for Native rights has been full of many different groups and over many issues.

Dealing with the injustice perpetrated by the US government, its citizens, and the original European colonists has had an impact on American society. In the State of Montana, the Constitution guarantees "preservation of their [Native Americans'] cultural heritage", specifically in regards to educational curriculum (4b). In other states, like NY, this issue is part of the Regents curriculum. People who support Native rights have been inspired to protest with them over the Dakota oil pipeline (doc 5a). Treatment of indigenous Americans continues to be an issue America struggles with.

Native American tribes were horribly treated by settlers, and later by the US government. Nonetheless, Native Americans, the government, and motivated individuals have worked to improve matters, and the issue is still affecting the US today. Treatment of Native Americans is one important issue that has affected the United States.

Anchor Level 2-A

The response:

- Minimally develops *all* aspects of the task for the rights of Native Americans
- Is primarily descriptive (America's issues with Native American rights began before America did; when settlers took over lands they needed to do something with Native Americans so they gave them an ever-decreasing portion of the land; while government's treatment of sovereignty is mixed the treatment has improved; injustices perpetrated by United States government, citizens, and original European colonists have had an impact; people who support Native American rights have been inspired to protest with them over Dakota pipeline)
- Incorporates limited relevant information from documents 1, 3, 4, and 5
- Presents little relevant outside information (treaties often discarded if something such as gold or oil discovered on tribal lands as when United States reneged on agreements regarding Black Hills of South Dakota; campaigned for rights similar to black civil rights movement; given reparations from government; in New York state Native American cultural heritage part of the Regents curriculum)
- Includes relevant facts, examples, and details (before European colonists began moving to New World virtually all inhabitable lands in North America inhabited by Native Americans; by 1990s reservations in United States represented about 2.5 percent of country; United States government made treaties with Native Americans but they were not treated as national equals; numerous attempts throughout American history to address unfair treatment; in 1924 Native Americans granted United States citizenship; federal tribal agreements about co-ownership of sacred places in place and working to satisfaction of all parties in some places; protested against government attempt to build oil pipeline through tribal lands in 2014; Montana state constitution guarantees preservation of cultural heritage specifically in regard to education curriculum)
- Demonstrates a general plan of organization; includes an introduction and conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. Statements from documents and a few limited pieces of relevant outside information demonstrate an understanding of the task. Although generalizations which lack development characterize the overall response, the inclusion of some comparative statements strengthen the discussion.

Throughout American History, we have limited the rights for the Native Americans who originally lived here before us, altering their lives forever. As we expanded as a nation, we acquired more land by forcing it from the natives who had lived there, and we perceived them as unequal because they were different.

When our country was first uniting, and was only made up of several colonies in the Eastern modern Day U.S.A., Americans had begun to crave independence, power, and land and the dream of expansion wasn't possible without claiming land that wasn't theirs to take. As we began forcing the Native Americans westward, their efforts to retaliate resulted in several battles across midwestern America. (Doc 2) The Native Americans were not given rights that entitled them to their own land or the right to protect it and protest. Even in modern day, Native Americans are still finding themselves without basic rights as U.S. citizens. With the passing of the new voter identification law, Native Americans are being denied their right to vote because their tribal identification is being rejected. (Doc. 6)

Over the years, Native Americans have begun to gain more and more rights as a group, and more respect for their people and culture. This has been a process going on for centuries, as Native Americans and others make efforts to acquire the basic rights they crave and the respect and freedom they have been taken from in the past. In 1924, the Indian Citizenship Act granted United States citizenship to indigenous Americans. (Doc. 3) This was a large step in the effort of obtaining more rights and acceptance for Native American people and their culture. Another effort taken to encourage Native American culture was by increasing information about them in public school

curriculum, this way Native American Students will feel more welcomed in class with their cultures not only being recognized but celebrated. (Doc. 4b) An effort to preserve and protect Native American land was taken when several tribes from Washington and the Northwest came together with the Standing Rock Sioux Tribe to peacefully protest the construction of a pipeline in their land without the guarantee their waters and other cultural resources will be protected. (Doc. 5b)

Overall, Native Americans have effected our nation since the beginning. The ignorance we have had as a country on their rights is a major civic issue that is still being demonstrated in modern times today. Overtime we have began to recognize the wrong in our treatment of these people and have started moving forward in accepting them and taking efforts to recognize them and support their battle for rights.

Anchor Level 2-B

The response:

- Minimally develops *all* aspects of the task for the rights of Native Americans
- Is primarily descriptive (as nation expanded more land acquired by taking it from Native American; perceived as unequal because they were different; when Americans began to crave independence, power, and land the dream of expansion was not possible without claiming land that was not theirs; not given rights that entitled them to own land or right to protect it and protest; even in modern day Native Americans still finding themselves without basic rights as with passing of voter identification law; over the years Native Americans have begun to gain more and more rights as a group and more respect for their people and culture; information has increased in public school curriculums to recognize and celebrate Native American cultures)
- Incorporates limited relevant information from documents 2, 3, 4, 5, and 6
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (as Native Americans were forced westward efforts to retaliate resulted in battles across midwestern America; denied right to vote because tribal identification rejected; Indian Citizenship Act granted United States citizenship to indigenous Americans in 1924; several tribes from Washington and Northwest joined Standing Rock Sioux Tribe to peacefully protest construction of pipeline on their land)
- Demonstrates a general plan of organization; includes an introduction that briefly summarizes how rights of Native Americans have been limited and a conclusion that briefly states that acceptance and support for Native American rights is moving forward

Conclusion: Overall, the response fits the criteria for Level 2. Information is discussed in a historical context and offers some good connections. However, the lack of supporting facts and details in some cases leads to superficial treatment of the different aspects of the task, especially in the description of historical circumstances.

As history has gone on, there have always been oppressed groups of people. From the Jews to the blacks to now the native Americans, rights always seem to be missing from someone. However, people also actively attempt to restore these rights to the people. Both sides of this have had long lasting effects on a society.

One's rights can not be restored until they are first taken away. This is a universal truth and how the U.S. became responsible for restoring the rights of the native Americans. As westward expansion continued into native territory, the land was taken by force and the rights of the natives there were stripped. (Doc 1). In an attempt to make up for this, land was given back to them in the form of reserves. (Doc 2)

Even though it may seem like it, this wasn't only a problem during the time of expansion. In as recent as 2014, native reserves were being intruded on in order for construction on a new pipeline. (Doc 5 a/b) In 2009 President Obama had set up programs to give tribal leaders better connections to the government. (Doc 3) Both of these came from the long lasting effects of stripping away their rights during a time of expansionism.

Anchor Level 1-A

The response:

- Minimally addresses *all* aspects of the task
- Is descriptive (from Jews to blacks to Native Americans rights always seem to be missing from someone; universal truth is that rights cannot be restored until they are first taken away; reservations were an attempt to make up for taking Native American land; abuse of rights a result of long-lasting effects of stripping way their rights during westward expansion)
- Includes minimal information from documents 1, 2, 3, and 5
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (as westward expansion continued into Native American territory, land taken by force and rights stripped; in 2014 land being intruded on to construct a new pipeline; in 2009 President Obama set up programs to give tribal leaders better connections to the government)
- Demonstrates a general plan of organization; does not clearly identify which aspect of the task is being addressed; includes an introduction that states many groups have suffered from a loss of rights but people have actively attempted to restore their rights, and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Brief summary statements of document information attempt to address all aspects of the task. A few analytic statements demonstrate a limited understanding about the abuse of Native American rights, but lack of supporting facts and details detract from the effort.

Anchor Paper – Civic Literacy Essay—Level 1 – B

Native Americans have suffered at the hands of settlers from the time the Europeans first landed in America. As European nations took more land and more people settled Native Americans were further pushed off their land. Then Manifest Destiny pushed settlers to move west and Native Americans were forced to live on small reservations.

As a result some actions have been taken to make up for our ancestors treatment of Native Americans. They have been given greater governmental autonomy within their reservations and their cultural is taught in schools.

The Government has also attempted to assimilate Native Americans into U.S. culture. The impact of the past treatment of Native Americans had instilled greater pride within Native Americans today.

Today Native Americans peacefully protest when others try to take their land again.

Anchor Level 1-B

The response:

- Minimally addresses *all* aspects of the task
- Is descriptive (Native Americans have suffered at hands of settlers from the time Europeans first landed in America; given greater governmental autonomy within their reservations; impact of past treatment instilled greater pride within Native Americans today)
- Includes minimal information from documents 1, 2, and 4
- Presents little relevant outside information (Manifest Destiny pushed settlers to move west; government attempted to assimilate Native Americans into United States culture)
- Includes few relevant facts, examples, and details (as European nations took more and more land for more settlers Native Americans were pushed further off land; forced to live on small reservations; culture being taught in schools)
- Demonstrates a general plan of organization; includes an introduction that briefly discusses historical circumstances and a one-sentence conclusion that states Native Americans continue to peacefully protest

Conclusion: Overall, the response fits the criteria for Level 1. Although all aspects of the task are mentioned, the development is limited and lacks details. Simplistic statements based on document information indicate a basic understanding of the rights of Native Americans.

Native Americans are the original Americans though they have been denied basic rights and have received unfair treatment by those who inhabited the land after they were well-established. When the Europeans arrived in what is now the United States, they took over the land as if it was up for taking. In reality, the Native Americans had claim to the land. As time went on debates over whether Native Americans should or could be assimilated into “American” culture and whether they should be citizens took place. The recognition of the long Native American struggle led to actions and programs that were intended to improve their lives.

The Founding Fathers borrowed ideas from different political systems when writing the Constitution. When the Constitution was finished, Congress had a lot of power over Native American tribes and Native Americans had few rights. The U.S. government had the responsibility to protect Native Americans’ land that was assigned to them in treaties. However, the number of Americans moving west greatly increased in the years after the Revolution. By the late 1700s and early 1800s, Native Americans were subordinated and the land which they rightfully claimed was often seized from them. After the War of 1812, Native American groups such as the Potawatomi and the Chippewa negotiated many treaties with the U.S. government which often involved giving up land and property (doc.1), sometimes agreeing to be removed far from the land they had lived on for generations. The lives of Native Americans, hit a very low point during the presidency of Andrew Jackson and it was a long time before things began to improve. Andrew Jackson seemed to have had very little respect for the Native Americans since he forced the southern tribes

off their land to west of the Mississippi. The mass exodus that occurred on the Trail of Tears led to many deaths and scarring memories for the Native Americans. They were starved and forced to walk despite illness or other ailments. The Native Americans were subjected to grueling and unreasonable treatment without any wrongdoing. When the Cherokees and others arrived in the West they were not welcomed by other tribes and found adjusting to life so far away from their ancestral lands very difficult. Along with land seizure, the American peoples continued to expand west which was also a challenge to Native Americans. It became necessary to connect the West to the East at a time when America was industrializing which meant railroads were being built and miles of cattle trails were added that cut through Native American land (doc. 2). Life became even more difficult for them. Not only did this westward migration disrupt their land, it also hindered a major aspect of their life, the buffalo. As people began to move and travel west they killed many buffalo leading to the animal's near extinction. The buffalo was a crucial part of Native American life because they used it for everything from food to shelter and tools. This act also proved to be disrespectful to the Native Americans for much of the buffalo was wasted because hides were what businesses wanted, not meat. Movement west greatly disrupted Native Americans whom the American people had no respect for.

An effort made by Native Americans to address their worsening situation was to fight back. After the Civil War there were hundreds of battles on the Great Plains but few victories for Native Americans. In 1879, the Carlisle Indian Industrial School was founded (doc. 3). This was an attempt to help Native Americans learn to be "American." Some

thought that making them cut their hair and dress like whites would help them fit into American society. The Dawes Act tried to accomplish a similar approach by breaking up tribal lands. Neither was a success and both were bad for Native Americans who did not really want to be “white.” The Native Americans began to receive more rights and in the 1900s, as more people recognized that Native Americans had been treated very badly for a long time, citizenship was granted, reservation land was restored, and they were given the right to gaming operations (doc. 3). Though these were all steps, the Native Americans were beginning to be seen as more equal to those of the rest of the nation.

Although they received more rights, there are still very basic rights that they have been denied very recently. Native Americans who live on reservations often do not have IDs required for voting or just mail box numbers. When it came to the 2018 election, their right to vote in North Dakota was questioned by poll workers enforcing a voter ID law. The law was passed to prevent voter fraud but unfairly affected Native Americans (doc. 6). Another effort by Native Americans to fight back succeeded when they responded by turning out in “historic numbers” in the 2018 election. Native Americans are an indigenous group of people and have different beliefs, but they still deserve the basic right to vote.

Native Americans have been mistreated throughout history despite being the original Americans. Their land was taken from them and their rights were denied. No group of people deserve to be treated the way in which the Native Americans were treated.

Throughout history, rights were taken away from many groups of people. This led to individual, groups, or governments fighting for their rights. In some cases, their efforts were successful. One of these constitutional and civic issues is the rights of Native Americans.

When Christopher Columbus reached America in 1492, many Europeans followed him. They wanted to settle in America and start anew. However, the Native Americans were living there already. They were so upset that the Europeans are taking over their land. That's when their hardships started. In 1778 and the early 1800s, federal power over Indians expanded, especially in the eastern states. "Eventually all tribes came to be regarded as quasi-sovereign people, not national equals" (doc. 1) This led to their increasing exploitation, and they were regarded as dependent nations. Following the War of 1812, white settlers moved westward, where many Native Americans lived. Again, they faced problems with people taking away land. In the case of *Worcester vs. Georgia*, the judge ruled that the Cherokees must get off the land. This march was known as the Trail of Tears. Indians were placed on reservations, where they continued facing problems.

In an effort to gain civil rights, there were many Indian battles. The battle of Little Big Horn in 1876 and the Battle of Wounded Knee in 1890 are examples of battles fought by the Indians (doc. 2) Attempts were also taken by Congress and by the president to give some basic rights to the Native Americans. In 1924, the Indian Citizenship Act granted United States citizenship to indigenous Americans. If they are citizens, they also gain some other rights. There were also many treaties with Indians that were negotiated by the president of the United States and approved by the Indians and two-thirds of the US senate.

Civic Literacy Essay—Practice Paper – B

In 1970, President Nixon called for a new era of self-determination for Native American peoples, and in 2009, President Obama established White House Tribal Nations Conference to encourage dialogue between government and tribal leaders. (doc. 3)

Although they tried to help the Indians, they are still facing hardships. There's a new law in North Dakota, that voters need their street addresses, and not just identification. On reservations where the Indians live, there are no addresses. Alexis Davis said "They were trying to take a right away from us. It made us want to go in there and vote twice as much and make a statement." (doc. 6).

In conclusion, it is seen how Native Americans were treated unfairly. People tried to gain back some rights, but their efforts weren't completely successful.

Throughout the history of the United States many constitutional and controversial issues debated by Americans. These issues resulted in nationwide debates on certain situations. An example of a constitutional issue in our nations past is the rights of Native Americans. After settling on the continent of North America, the rights of Native Americans were severely violated. Over the years many individuals, groups, and governments tried to address this issue.

America has had a history of violating the rights of minority groups but, the Native Americans were the first group to experience this. It all started when the colonists first reached the New World. Natives were already populated there and their way of life had been established. One of the first violation of the rights of Natives was the Trail of Tears, this was the forced relocation of Indian tribes. Many did not complete the journey hence the name it was given. (Document 2) shows a map of the U.S. from 1860-1890 showing how Americans took over the land and forced the tribes onto reservations. This is a violation of their rights because they were unwillingly removed from their sacred land that means a lot to them. Also, in (Document 6) it states "voting rights advocates have warned it would systematically disenfranchise thousands of Native Americans" referring to the voter ID law established in North Dakota. Native American rights were violated several times by damaging their way of life.

Although there were many instances where Native American rights were violated in U.S. history but there were also a few attempts to address the issue. The constitutional and civil rights of the natives were uncared for for many years.

Throughout American history, interactions with Native American peoples has had a significant impact on society. In the 1800s, westward expansion by white settlers led to a great deal of treaties with Native peoples being established but not necessary fairly negotiated. Natives had been viewed ethnocentrically as inferior and were denied a great deal of control over their lives (Doc 1). Actions taken by the United States government resulted in the loss of millions of acres of land, tribal independence, and self-respect. Ultimately, the centuries of exploitation and denial of rights to Native Americans led to wars, protests and militancy to force government action to improve the lives of Native Americans. Efforts to address the difficult circumstances faced by Native Americans have had limited impacts on American society.

In response to exploitation and oppression, many individuals, groups, and the government have taken action to protect the cultural heritage of Native Americans. To start off with, numerous Native American individuals and tribes have protested infringements upon their sacred ancestral lands (Doc 4a). Confrontations between Native Americans and federal troops such as Custer's "Last Stand" demonstrate cultural conflict between individual land ownership and the spiritual value of land. The government has not often understood the cultural attachment of Native Americans to the land. The government has supported investments and economic development on public land that once belonged to Native American tribes and was considered sacred by them. Some agreements made by the government to protect sacred places have been successful for more than 40 years (Doc 4a). However, construction of an oil pipeline near sacred land in

North Dakota led to protests and lawsuits because the Sioux once again did not believe their cultural beliefs were taken seriously. President Obama's belief in "dialogue between government and tribal leaders" (Doc 3) and his opposition to the Keystone XL pipeline gave Native Americans hope. Many Native Americans have protested the pipeline and because of an unclear resolution have threatened to continue their protest (5a). Tribes from all around the region came in support of the Sioux to resist this infringement upon their lands. Many protestors have become more forceful about demanding their rights after their involvement in this experience. This has led groups and individuals to make the effort to address other civic issues, such as the 2017 voter identification law also in North Dakota. Unfortunately, even after indigenous Americans were finally given citizenship in 1924 (3) states did not necessarily grant them voting rights. Eventually when more Native Americans got the right to vote they faced discriminatory laws. For example, living on North Dakota reservations meant they did not have street addresses or proper identification. Activist groups publically criticized the law and attempted to convince the public that the law infringed upon Native American's constitutional rights. In addition, individuals such as Alexis Davis have led efforts amongst Native Americans to encourage them to vote. Davis' efforts not only got out the Native American vote but also inspired other members of her youth council to do more to educate Native Americans about the importance of voting. Native American voters could make a big difference in North Dakota elections and could further exercise their right of self-determination as proposed by Richard Nixon almost fifty years earlier (Doc 3). Ultimately, the civic issues of the denial of Native

Americans rights has had a long history and has led to efforts that have had positive and negative impacts on Native Americans and American society.

Legislative and legal actions to protect Native American land that has cultural significance has led to greater preservation of Native culture (Doc 4a). By protecting Native American land, sites that are important to them will be preserved and ultimately, Native American culture will be able to thrive rather than be dismissed or lost by efforts to industrialize the the land. Similarly, a law in Montana that integrates teachings about Native American tribes and culture into the school curriculum recognizes Native American culture and encourages a greater respect for the Native American experience. Hopefully greater respect for it will be developed and American society will gain an increased recognition of the significance of Native Americans in American society (Doc 4b). These and similar laws are in direct contrast to what people thought was best for Native Americans in earlier history.

The Carlisle Indian school was established by the United States government in the late 1800s to indoctrinate Native Americans about white society to help eliminate their “savage” ways and introduce them to the apparently superior white views. This approach aimed to “kill the Indian, save the man.” The whites thought that by eliminating their cultural ways and helping them adopt the white culture, that they were aiding the Native Americans. However, this ethnocentric view only further propogated the destruction of Native culture, and contrary to what many whites believed, was not beneficial to them. Forced assimilation policies of our earlier history have been rejected as wrong.

Treaties that took so much Native American land were also wrong and further diminished Native American significance in society and led to conflicts that have still not been forgotten by Native Americans. In numerous conflicts caused by white infringement on Native American lands, such as the Sand Creek Massacre and Battle of Little Bighorn, treaties established by the government served as a conduit for violence. Native Americans have never stopped fighting for their ancestral lands and sacred places. Debates over Native rights and how to make up for injustices took decades of individual, group, and government efforts and still continue. A significant portion of American frontier history was defined by the contentious relationship between Native Americans and whites.

Efforts to address the constitutional and civic issue of Native American rights have at times had a positive impact on Native Americans and American society. Considering the economic and social challenges many Native Americans continue to face in the 21st century, efforts must continue in order to truly make up for centuries of disrespect and unfair treatment.

For a majority of American History Native Americans were viewed as a nuisance by the federal government. When America pushed westward to fulfill Manifest Destiny Natives represented an obstacle to settlers due to land holdings and a vastly different culture. To make room for settlers the federal government signed treaties with different tribes and placed Native Americans on reservations. Many of the treaties that were drafted by government were violated later on when reservation land was in the way of mining and railroads that were being built (Doc. 2). The pushes for rights for African Americans and women in the 1800s and 1900s also gave way to a calling for increased rights for Native Americans who were also not treated equally.

Government power over Native Americans increased between 1778 and the 1800s and tribes were seen as dependent and quasi-sovereign people (Doc.1). An example of the federal government using their power to control the Native population can be observed in document 2. As people and businesses began to move westward, Natives resisted the coming settlers and soldiers had to be sent to stop the violence. As they lost battles, Native Americans were placed on reservations that were becoming smaller. When this happened their lives changed drastically. Instead of hunting buffalo and living traditionally it was expected they would become more civilized and live in restricted places. Despite living and inhabiting America longer than the settlers, Native Americans were treated badly because they were considered to be in the way of progress. Native Americans were not even considered citizens and had no constitutional rights. They were granted citizenship in 1924 (Doc. 3) but they were still not accepted by most whites and were not treated equally. During the 1960s when African Americans and women were fighting for equal rights Native Americans were too.

They were citizens but sometimes were not allowed to vote. It was hard for them to find jobs. Many were living in poverty on reservations. They organized AIM to make certain their treaties were honored and they occupied the Bureau of Indian Affairs which they believed treated them unfairly. One of the larger pushes by the government for Native American rights came in the 1960s and 70s with the "Great Society" programs that recognized Native American poverty and the need to help them by improving health care, creating jobs, and improving living conditions.

The push for maintaining tribal culture emerged to increase awareness of this culture. A large portion of Native culture and tradition had not been recognized but Native Americans worked hard to make certain that it wasn't lost. They have made agreements with the government to protect sacred places and keep those places secret (Doc. 4a). The Standing Rock Sioux have opposed the Dakota Access pipeline to protect cultural resources (Doc. 5). Also Document 4 addresses how the state of Montana was helping preserve Native American culture in their schools for future generations. Native Americans make up a small percentage of the population, which means they have to work harder to protect their culture. Supporters of Native Americans have also worked hard to help the American public understand Native American history in museums such as the National Indian Museums in Washington DC and New York City and other state and local museums.

Overall, the rights of Native Americans did not start being addressed until the early 20th century. Centuries of oppression and violence have kept the Native population low but they have been determined to push for rights.

Practice Paper A—Score Level 4

The response:

- Develops *all* aspects of the task for the rights of Native Americans
- Is both descriptive and analytical (debates over whether Native Americans should be assimilated into American culture and whether they should be citizens; recognition of long struggle led to actions and programs intended to improve lives; lives hit low point during presidency of Andrew Jackson and it was a long time before things began to improve; subjected to grueling and unreasonable treatment without any wrongdoing on Trail of Tears; industrializing meant railroads were built and with miles of added cattle trails that cut through land life was more difficult; both Carlisle School and Dawes Act bad for Native Americans who did not really want to be white; voter ID law in North Dakota passed to prevent voter fraud but unfairly affected Native Americans)
- Incorporates relevant information from documents 1, 2, 3, 4, and 6
- Incorporates relevant outside information (founding fathers borrowed ideas from different political systems when writing Constitution; number of Americans moving west greatly increased after Revolution; Andrew Jackson seemed to have had very little respect for Native Americans since he forced southern tribes off land to west of Mississippi; mass exodus led to Trail of Tears where starved and forced to walk despite illness or other ailments led to many deaths and scarring memories; when Cherokees and others arrived in West they were not welcomed and found adjusting to life far away from ancestral lands difficult; as people began to move and travel west many buffalo killed leading to animal's near extinction; buffalo a crucial part of life because it was used for everything from food to shelter and tools; some thought Carlisle School attempted to help Native Americans learn to be American by making them cut their hair and dress like whites; although Native Americans received more rights basic rights were still denied)
- Supports the theme with relevant facts, examples, and details (when Europeans arrived they took over land; after War of 1812 treaties negotiated which involved giving up land and sometimes agreeing to be removed from land lived on for generations; after Civil War hundreds of battles on Great Plains but few victories; 1879 Carlisle Indian Industrial School founded; Dawes Act broke up tribal lands; in 1900s citizenship granted, reservation land restored, and Native Americans given right to gaming operations; on reservations Native Americans often do not have identification required for voting or mailbox numbers; responded to voter ID laws by turning out in historic numbers in 2018 election)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that give a brief overview of Native American struggle for rights

Conclusion: Overall, the response fits the criteria for Level 4. The response emphasizes the efforts to assimilate Native Americans into American society while discussing the need to reinforce basic civil rights including voting. Relevant outside information is effectively used to support document interpretation; however, it is focused on a discussion of the Cherokees and the extinction of the buffalo.

Practice Paper B—Score Level 2

The response:

- Minimally develops *all* aspects of the task for the rights of Native Americans
- Is primarily descriptive (tribes came to be regarded as quasi-sovereign peoples rather than national equals which led to increasing exploitation; following War of 1812 white settlers moved westward where many Native Americans lived; placed on reservations where they continued to face problems; Congress and president made efforts to give basic rights; as citizens Native Americans gained some other rights; North Dakota law stated voters needed street addresses which Native Americans on reservations did not have)
- Incorporates limited relevant information from documents 1, 2, 3, and 6
- Presents little relevant outside information (when Columbus reached America in 1492 many Europeans who wanted to settle in America and start anew followed him; march of Cherokees known as Trail of Tears)
- Includes some relevant facts, examples, and details (living in America before Europeans; between 1778 and early 1800s federal power over Native Americans expanded especially in eastern states; tribes came to be regarded as dependent nations; Battle of Little Big Horn in 1876 and Battle of Wounded Knee in 1890 are examples of battles fought by Native Americans; Indian Citizenship Act granted United States citizenship to indigenous Americans in 1924; treaties negotiated by president and approved by Native Americans and two-thirds of Senate; in 1970 President Nixon called for a new era of self-determination for Native American peoples; President Obama established White House Tribal Nations Conference in 2009 to encourage dialogue between government and tribal leaders); includes an inaccuracy (*Worcester v. Georgia* ruled that Cherokees must get off their land)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a brief conclusion that states Native Americans have not been completely successful in gaining back rights

Conclusion: Overall, the response fits the criteria for Level 2. The response is primarily comprised of single statements from the documents that are strung together with minimal explanation. A basic understanding of the task is demonstrated; however, the development of impact is particularly weak.

Practice Paper C—Score Level 1

The response:

- Minimally addresses *all* aspects of the task
- Is descriptive (America has a history of violating rights of minority groups but Native Americans were the first group to experience this; violation of Native American rights started when colonists first reached New World; Native Americans were removed from sacred land that meant a lot to them); lacks application (after settling on the continent of North America, rights of Native Americans severely violated)
- Includes minimal information from documents 1, 2, and 6
- Presents little relevant outside information (Trail of Tears was forced relocation of Native American tribes where many did not complete journey)
- Includes few relevant facts, examples, and details (Native Americans populated New World before colonists arrived and had established their way of life; Americans took over Native American land between 1860 and 1890 and forced tribes onto reservations; voter ID law established in North Dakota would systematically disenfranchise thousands of Native Americans)
- Demonstrates a general plan of organization; includes an introduction and conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 1. The response briefly addresses the historical circumstances surrounding the rights of Native Americans and references the other aspects of the task with a few simplistic statements. Generalizations further weaken the effort.

Practice Paper D—Score Level 5

The response:

- Thoroughly develops *all* aspects of the task evenly and in depth for the rights of Native Americans
- Is more analytical than descriptive (actions taken by United States resulted in loss of millions of acres of land, tribal independence, and self-respect; centuries of exploitation and denial of rights led to wars, protests, and militancy to force government action; many protesters were more forceful about demanding rights in other civic issues after involvement in pipeline protests; activist groups attempted to convince public that 2017 voter identification law infringed upon constitutional rights; Native Americans could make big difference in elections; legislative and legal actions to protect land led to greater preservation of culture; Montana law will encourage greater respect for Native American experience and increased recognition of significance in American society; current laws in direct contrast to what people thought best for Native Americans in earlier history; treaties that took so much land were wrong, further diminished significance in society, and led to conflicts still not forgotten; significant portion of American frontier history defined by contentious relationship between Native Americans and whites)
- Incorporates substantial relevant outside information (viewed ethnocentrically and denied great deal of control over lives; confrontations between Native Americans and federal troops such as Custer’s Last Stand demonstrate cultural conflict between individual land ownership and spiritual value of land; President Obama opposed Keystone XL pipeline; many protested pipeline and because of unclear resolution protests continue; Carlisle Indian school aimed to indoctrinate Native Americans about white society to help eliminate their “savage” ways and introduce them to apparently superior white views; ethnocentric view of Carlisle Indian school further propagated destruction of culture and contrary to what many whites believed was not beneficial; forced assimilation policies of our earlier history rejected as wrong)
- Richly supports the theme with many relevant facts, examples, and details (protested infringements upon sacred ancestral lands; some agreements made by government to protect sacred places successful; construction of oil pipeline near sacred land in North Dakota led to protests and lawsuits because Sioux did not believe cultural beliefs were taken seriously; indigenous Americans given citizenship in 1924; Montana law integrates teaching about tribes into school curriculum; Carlisle Indian school established by government in late 1800s; numerous conflicts such as Sand Creek Massacre and Battle of Little Bighorn serve as a conduit for violence)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discusses that efforts to expand the rights of Native Americans have not always been successful

Conclusion: Overall, the response fits the criteria for Level 5. Substantive relevant historical details are employed to demonstrate a pattern of disrespect for Native American culture that span centuries and the failure of government assimilation policies. A critical appraisal of document information leads to good conclusions about the Native American response to the denial of their rights and the importance of their civic involvement.

Practice Paper E—Score Level 3

The response:

- Develops *all* aspects of the task with little depth for the rights of Native Americans
- Is more descriptive than analytical (for most of American history Native Americans viewed as a nuisance by federal government; as people and businesses began to move westward Native Americans resisted settlers and soldiers sent to stop violence; despite living and inhabiting America longer than settlers Native Americans treated badly because they were considered to be in way of progress; were citizens but sometimes not allowed to vote, hard to find jobs, and many living in poverty on reservations; American Indian Movement occupied Bureau of Indian Affairs because they believed it treated them unfairly; large portion of culture and tradition not recognized but Native Americans worked hard to make certain it was not lost; Montana helped preserve culture in schools for future generations; make up a small percentage of population and have to work harder to protect culture)
- Incorporates some relevant information from all the documents
- Incorporates limited relevant outside information (when America pushed westward to fulfill Manifest Destiny natives represented obstacle to settlers due to land holdings and vastly different culture; pushes for rights for African Americans and women in 1800s and 1900s gave way to calling for increased rights for Native Americans who were also not treated equally; instead of hunting buffalo and living traditionally Native Americans expected to become more civilized and live in restricted places; Great Society programs recognized poverty and need to help them by improving health care, creating jobs, and improving living conditions; National Museum of American Indian in Washington, DC)
- Includes some relevant facts, examples, and details (to make room for settlers government signed treaties and placed Native Americans on reservations; many treaties later violated when reservation land was in way of mining and railroads; government power over Native Americans increased between 1778 and 1800s and tribes seen as dependent and quasi-sovereign people; as Native Americans lost battles they were placed on smaller reservations; not considered citizens and had no constitutional rights; granted citizenship in 1924 but still not accepted by most whites and not treated equally; American Indian Movement organized to make certain treaties honored; made agreements with government to protect sacred places and keep places secret; Standing Rock Sioux opposed Dakota Access Pipeline to protect cultural resources)
- Demonstrates a satisfactory plan of organization, includes an introduction that summarizes the treatment of Native Americans by the government and a brief conclusion that states Native Americans continue to push for their rights

Conclusion: Overall, the response fits the criteria for Level 3. Document interpretation frames the discussion and relevant outside information is referenced but would benefit from additional facts and details. Good elements of comparison are included but further development would have strengthened their effectiveness.

The Chart for Determining the Final Examination Score for the August 2023 Regents Examination in United States History and Government (Framework) will be posted on the Department's web site at: <https://www.nysed.gov/state-assessment/high-school-regents-examinations> 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 <https://www.nysed.gov/state-assessment/teacher-feedback-state-assessments>.
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.