

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME
2 OF 2
DBQ

UNITED STATES HISTORY AND GOVERNMENT

Tuesday, June 18, 2019 — 9:15 a.m. to 12:15 p.m., only

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

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

Contents of the Rating Guide

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

- A question-specific rubric

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

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

General:

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

Mechanics of Rating

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

Copyright 2019

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

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

Rating the Scaffold (open-ended) Questions

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

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

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

United States History and Government
Content-Specific Rubric
Document-Based Question
June 2019

Document 1a

“AND REMEMBER, NOTHING CAN BE ACCOMPLISHED BY TAKING TO THE STREETS”



Source: Herblock, *Washington Post*, September 6, 1963 (adapted)

Document 1b

If You Miss Me At the Back of the Bus

If you miss me at the back of the bus
you can't find me nowhere
come on over to the front of the bus
I'll be riding up there. . . .

If you miss me on the picket line
you can't find me nowhere
come on over to the city jail
I'll be rooming over there. . . .

If you miss me in the cotton fields
you can't find me nowhere
come on over to the courthouse
I'll be voting right there. . . .

Source: recorded by Pete Seeger, 1963,
written by Carver Neblett

1 Based on these documents, state *one* form of discrimination African Americans experienced in the 1960s.

Score of 1:

- States a form of discrimination African Americans experienced in the 1960s based on these documents
Examples: housing restrictions; school restrictions; public accommodations restrictions; job opportunities are restricted/job discrimination; segregated buses/African Americans had to sit at the back of the bus; African Americans were jailed for picketing/demonstrating; voting restrictions

Score of 0:

- Incorrect response
Examples: African Americans could not work in cotton fields; African Americans joined picket lines; voting took place at courthouses; African Americans had to sit at the front of the bus
- Vague response
Examples: job opportunities; they could be found nowhere; there were rooms in city jails; they could take to the streets
- No response

Document 2

. . . In its regional breadth, the uprising resembled the sit-in movement of 1960. But the 1963 demonstrations [after Birmingham] were more widespread, involved much larger numbers, and drew in people of all ages and backgrounds. To list the places where black people engaged in nonviolent protests would be to name virtually every town and city in the South: about 115 communities experienced 930 demonstrations of one kind or another. The number of people arrested topped 20,000, four times as many as in 1960.

The 1963 surge of nonviolent direct action made the maintenance of segregation in public accommodations untenable [unable to continue]. Black people knew that if segregation could be cracked in Birmingham, it could be cracked anywhere. Birmingham exposed the vulnerability of the South's political regime, and black people seized the opportunity to attack it. In city after city, under the relentless pressure of demonstrations, whites sat down to negotiate. During a single three-week period after Birmingham, the Justice Department noted that 143 cities had acceded [agreed] to some degree of integration. By year's end the number exceeded three hundred. Many cities set up biracial committees that enabled blacks to press for further desegregation. . . .

Source: Adam Fairclough, *Better Day Coming: Blacks and Equality, 1890–2000*, Viking Penguin, 2001

2 According to Adam Fairclough, what was *one* effect of the 1963 demonstrations in Birmingham, Alabama?

Score of 1:

- States an effect of the 1963 demonstrations in Birmingham, Alabama according to Adam Fairclough
Examples: demonstrations became more widespread; demonstrations involved much larger numbers of people; demonstrations drew in people of all ages/backgrounds; nonviolent protests took place in almost every town and city in the South; number of people arrested was almost four times as many as in 1960/more than 20,000 people arrested; maintenance of segregation in public accommodations became untenable; success of Birmingham made people feel segregation could be cracked anywhere; exposed the vulnerability of the South's political regime; black people seized the opportunity to attack the South's political regime; whites sat down to negotiate; in the three-week period after Birmingham, 143 cities agreed to some degree of integration; at the end of 1963, over 300 cities had acceded to some degree of integration; many cities set up biracial committees that enabled blacks to press for further desegregation; nonviolent protests increased

Score of 0:

- Incorrect response
Examples: demonstrations decreased; nonviolent protests were ended; segregation in public accommodations increased; demonstrations involved fewer people
- Vague response
Examples: breadth was regional; places were listed; public accommodations; there was a surge; it was noted
- No response

Document 3

. . . In far too many ways American Negroes have been another nation: deprived of freedom, crippled by hatred, the doors of opportunity closed to hope.

In our time change has come to this Nation, too. The American Negro, acting with impressive restraint, has peacefully protested and marched, entered the courtrooms and the seats of government, demanding a justice that has long been denied. The voice of the Negro was the call to action. But it is a tribute to America that, once aroused, the courts and the Congress, the President and most of the people, have been the allies of progress.

Thus we have seen the high court of the country declare that discrimination based on race was repugnant [disagreeable] to the Constitution, and therefore void. We have seen in 1957, and 1960, and again in 1964, the first civil rights legislation in this Nation in almost an entire century. . . .

The voting rights bill will be* the latest, and among the most important, in a long series of victories. But this victory—as Winston Churchill said of another triumph for freedom—“is not the end. It is not even the beginning of the end. But it is, perhaps, the end of the beginning.”

That beginning is freedom; and the barriers to that freedom are tumbling down. Freedom is the right to share, share fully and equally, in American society—to vote, to hold a job, to enter a public place, to go to school. It is the right to be treated in every part of our national life as a person equal in dignity and promise to all others.

But freedom is not enough. You do not wipe away the scars of centuries by saying: Now you are free to go where you want, and do as you desire, and choose the leaders you please. . . .

This is the next and the more profound stage of the battle for civil rights. We seek not just freedom but opportunity. We seek not just legal equity but human ability, not just equality as a right and a theory but equality as a fact and equality as a result.

For the task is to give 20 million Negroes the same chance as every other American to learn and grow, to work and share in society, to develop their abilities—physical, mental and spiritual, and to pursue their individual happiness. . . .

Source: Lyndon B. Johnson, Commencement Address at Howard University, June 4, 1965

*The Voting Rights Act was signed into law on August 6, 1965.

3a According to President Lyndon B. Johnson, what is *one* achievement of the civil rights movement?

Score of 1:

- States an achievement of the civil rights movement according to President Lyndon B. Johnson
Examples: the courts/Congress/the President/most of the people have become allies of progress; high court of the country has declared discrimination based on race repugnant to the Constitution and therefore void; in 1957, in 1960, and in 1964 first civil rights legislation in almost a century was seen; voting rights bill will be a victory; it is the beginning of freedom; barriers to freedom are tumbling down; African Americans have the right to vote/to hold a job/to enter a public place/to go to school equally in American society

Score of 0:

- Incorrect response
Examples: high court declared discrimination to be part of the Constitution; civil rights legislation ended; the voting rights bill was defeated
- Vague response
Examples: they have been another nation; the doors are closed; it is a tribute; there are too many ways; tumbling down
- No response

3b According to President Lyndon B. Johnson, what is *one* remaining goal for the civil rights movement?

Score of 1:

- States a remaining goal for the civil rights movement according to President Lyndon B. Johnson
Examples: to gain not just freedom but opportunity; to obtain not just legal equity but human ability; to obtain not just equality as a right and a theory but equality as a fact and equality as a result; to give African Americans the same chance as every other American to learn and grow/to work and share in society/to develop their abilities; to give African Americans the same chance to develop their physical, mental, and spiritual abilities to pursue individual happiness

Score of 0:

- Incorrect response
Examples: to stop legal equity; to gain opportunities but not freedom; to defeat the voting rights bill
- Vague response
Examples: to make it a profound state; the same chance; to put it in every part of our life
- No response

Document 4

... As the U.S. commitment increased, so did the number of bombs dropped on the North, the volume of North Vietnamese coming into the South, the fervor of the protest movement, the billion dollar military grants, and the number of casualties. Johnson's pledge to fight communism in Southeast Asia had degenerated into what anti-war folk singer Pete Seeger labeled "the Big Muddy." And yet, the refrain of that song said, "the old fool says to push on." Tempers on both sides flared as the body counts increased, and each night's TV broadcasts introduced American viewers to faraway hell holes where their sons, brothers, friends, and husbands were stepping on land mines, perishing in Vietcong mantraps, and being cut down in hand-to-hand combat. The week of September 18–24 brought with it a grim statistic: 142 U.S. soldiers killed, 825 wounded, 3 missing—the war's highest toll in 1966. . . .

Every time American troops won a small victory or held a strategic position, the President's advisers used the occasion to press for more troops and more money. These were vital, they repeatedly declared, to consolidate our gains and increase our advantages. The monthly draft was doubled several times, up to 46,000 a month in October 1966, as General Westmoreland constantly increased his call for troops. He had almost a half-million men in combat by April 1967. By the following year, he told the President, he would need almost 700,000. With that number, he said, we could win the war in two years. The "light at the end of the tunnel," which President Johnson optimistically referred to in his news broadcasts, had dimmed considerably since his earlier predictions. . . .

Source: Toby Goldstein, *Waking from the Dream: America in the Sixties*, Julian Messner, 1988

4 According to Toby Goldstein, what were *two* reasons for the development of the anti–Vietnam War movement?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* reason for the development of the anti–Vietnam War movement according to Toby Goldstein

Examples: the number of bombs dropped increased; the draft continued to increase; the increasing number of casualties/body counts; the cost of the war/billion dollar military grants increased; the television broadcasts about the horrors of war/television broadcasts introduced Americans to hell holes; sons/brothers/friends/husbands were stepping on land mines/soldiers were perishing in Vietcong mantraps/soldiers were being cut down in hand-to-hand combat; the United States commitment increased/almost a half-million men were in combat by April 1967; Johnson's advisors pressed for more troops/the monthly draft was doubled several times/46,000 were drafted in October 1966/General Westmoreland constantly increased his call for troops/Westmoreland wanted almost 700,000 men by 1968; Johnson's advisors pressed for more money every time American troops won a small victory/held a strategic position; the week of September 18–24 brought the war's highest toll of Americans killed and wounded in 1966; President Johnson's optimistic predictions of victory had dimmed considerably/the light at the end of the tunnel had dimmed/there was no end in sight to the war

Note: To receive maximum credit, two *different* reasons for the development of the anti–Vietnam War movement must be stated. For example, *the monthly draft was doubled several times* and *General Westmoreland constantly increased his call for troops* are the same reason expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: the monthly draft decreased; television broadcasts did not report on the Vietnam War; 700,000 were drafted in October 1966; United States commitment ended; statistics predicted victory
- Vague response
Examples: predictions were made; it was repeatedly declared; a pledge was made; advantages were consolidated
- No response

Document 5

American protest against the war in Vietnam was begun and sustained by American citizens who believed that in a representative democracy, individuals can make themselves heard and, more, can affect public policy.

To us, the antiwar movement during the Vietnam era is important not because it stopped the war, which it may or may not have done; rather, it is important because it existed. It is a reminder to Americans that times come when citizens can and, indeed, must challenge their government's authority. . . .

Every war has had its opponents. There was a sizable antiwar sentiment in Great Britain during the South African War (1899–1902), and in America there has always been during every war a small protest movement—most notably, until Vietnam, during the Mexican War in 1846–48 and the Philippine Insurrection in 1899–1901. But the Vietnam War was different: increasingly unpopular, undeclared and therefore in the opinion of many citizens illegal and unconstitutional as well, it was the most frustrating war in American history, and the ugliest, and the longest. The movement opposing it had years in which to grow. . . .

Source: Nancy Zaroulis and Gerald Sullivan, *Who Spoke Up?: American Protest Against the War In Vietnam, 1963–1975*, Holt, Rinehart and Winston, 1984

5 According to Nancy Zaroulis and Gerald Sullivan, what was *one* reason for protest against the Vietnam War?

Score of 1:

- States a reason for protest against the Vietnam War according to Nancy Zaroulis and Gerald Sullivan
Examples: protesters believed that in a representative democracy individuals could make themselves heard; protesters believed they can affect public policy; the war was increasingly unpopular; the war was undeclared; in the opinion of many citizens the war was illegal/unconstitutional; the war was the most frustrating/ugliest/longest war in American history

Score of 0:

- Incorrect response
Examples: protests were declared illegal/unconstitutional; it demonstrated that individuals cannot affect public policy; the war was popular; there was never a protest movement during any previous war
- Vague response
Examples: it was begun; it is important; it is a reminder; it was small
- No response

Document 6

. . . The impact of the antiwar protests remains one of the most controversial issues raised by the war. The obvious manifestations [displays] of dissent in the United States probably encouraged Hanoi's will to hold out for victory, although there is nothing to suggest that the North Vietnamese would have been more compromising in the absence of the movement. Antiwar protest did not turn the American people against the war, as some critics have argued. The effectiveness of the movement was limited by the divisions within its own ranks. Public opinion polls make abundantly clear, moreover, that a majority of Americans found the antiwar movement, particularly its radical and "hippie" elements, more obnoxious than the war itself. In a perverse sort of way, the protest may even have strengthened support for a war that was not in itself popular. The impact of the movement was much more limited and subtle. It forced Vietnam onto the public consciousness and challenged the rationale of the war and indeed of a generation of Cold War foreign policies. It limited Johnson's military options and may have headed off any tendency toward more drastic escalation. Perhaps most important, the disturbances and divisions set off by the antiwar movement caused fatigue and anxiety among the policymakers and the public, and thus eventually encouraged efforts to find a way out of the war. . . .

Source: George C. Herring, *America's Longest War: The United States and Vietnam, 1950–1975*, Alfred A. Knopf, 1986 (adapted)

6a According to George C. Herring, what was *one* way the anti–Vietnam War movement was *not* successful?

Score of 1:

- States a way the anti–Vietnam War movement was not successful according to George C. Herring
Examples: it probably encouraged Hanoi's will to hold out for victory; it did not turn the American people against the war; divisions within its own ranks limited the movement's effectiveness; a majority of Americans found the movement more obnoxious than the war itself; it may have strengthened support for a war that was not in itself popular

Score of 0:

- Incorrect response
Examples: it turned the American people against the war; most Americans supported its radical elements; it increased Johnson's military options; it drastically increased escalation of the war; it discouraged efforts to find a way out of the war
- Vague response
Examples: there was an impact; controversial; manifestations were obvious; public opinion polls; it was abundantly clear
- No response

6b According to George C. Herring, what was *one* way the anti–Vietnam War movement was successful?

Score of 1:

- States a way the anti–Vietnam War movement was successful according to George C. Herring
Examples: it forced Vietnam onto the public consciousness; it challenged the rationale of the war; it challenged a generation of Cold War foreign policies; it limited Johnson’s military options; may have headed off any tendency toward more drastic escalation of the war; caused fatigue/anxiety among policymakers; eventually encouraged efforts to find a way out of the war

Score of 0:

- Incorrect response
Examples: gave support to Cold War foreign policies; it increased Johnson’s military options; increased support for escalation of the war
- Vague response
Examples: hippies became popular; it challenged; it encouraged efforts
- No response

Document 7

. . . For the first time in the history of the world, every human being is now subjected to contact with dangerous chemicals, from the moment of conception until death. In the less than two decades of their use, the synthetic pesticides have been so thoroughly distributed throughout the animate and inanimate world that they occur virtually everywhere. They have been recovered from most of the major river systems and even from streams of groundwater flowing unseen through the earth. Residues of these chemicals linger in soil to which they may have been applied a dozen years before. They have entered and lodged in the bodies of fish, birds, reptiles, and domestic and wild animals so universally that scientists carrying on animal experiments find it almost impossible to locate subjects free from such contamination. They have been found in fish in remote mountain lakes, in earthworms burrowing in soil, in the eggs of birds—and in man himself. For these chemicals are now stored in the bodies of the vast majority of human beings, regardless of age. They occur in the mother's milk, and probably in the tissues of the unborn child. . . .

Source: Rachel Carson, *Silent Spring*, Houghton Mifflin, 1962

7 According to Rachel Carson, what is *one* issue that has led to concerns about the environment?

Score of 1:

- States an issue that has led to concerns about the environment according to Rachel Carson
Examples: every human being is subjected to contact with dangerous chemicals; synthetic pesticides have been distributed throughout the animate and inanimate world/synthetic pesticides can occur virtually everywhere; synthetic pesticides have been recovered from major river systems/from streams of groundwater; residues of chemicals linger in soil for years; chemicals have lodged in the bodies of fish/birds/reptiles/domestic animals/wild animals; scientists have found it almost impossible to locate subjects free from contamination; contaminants have been found in fish in remote mountain lakes/contaminants have been found in earthworms burrowing in soil/in eggs of birds/in man; chemicals are stored in the bodies of the vast majority of human beings; contaminants occur in mother's milk/probably in the tissue of an unborn child; synthetic pesticides; dangerous chemicals

Score of 0:

- Incorrect response
Examples: most humans have no contact with chemicals; synthetic pesticides have been eliminated; scientists have found many subjects that are not contaminated; chemicals disappear when put in soil
- Vague response
Examples: it happened for the first time; it is less; they have been recovered; they have entered; it is almost impossible
- No response

Document 8a

Millions Join Earth Day Observances Across the Nation



Throngs jamming Fifth Avenue yesterday in response to a call for the regeneration of a polluted environment.

Source: *New York Times*, April 23, 1970 (adapted)

Document 8b

Earth Day, the first mass consideration of the globe's environmental problems, preempted [commanded] the attention and energies of millions of Americans, young and old, across the country yesterday. . . .

Organizers of Earth Day said more than 2,000 colleges, 10,000 grammar and high schools, and citizen groups in 2,000 communities had indicated intentions of participating. . . .

The purpose of the observance was to heighten public awareness of pollution and other ecological problems, which many scientists say urgently require action if the earth is to remain habitable. . . .

Summarizing the implications of the day's activities, Senator Nelson said:

"The question now is whether we are willing to make the commitment for a sustained national drive to solve our environmental problems." . . .

Source: Gladwin Hill, "Activity Ranges From Oratory to Legislation," *New York Times*, April 23, 1970

8 Based on these documents, state *one* reason the observance of Earth Day is important to the environmental movement.

Score of 1:

- States a reason the observance of Earth Day is important to the environmental movement based on these documents

Examples: millions of Americans gathered to support the regeneration of a polluted environment; Earth Day in 1970 was the first mass consideration of the globe's environmental problems; in 1970 Earth Day commanded the attention/energies of millions of Americans young and old across the country; millions joined Earth Day observances across the nation in 1970; more than 2,000 colleges/10,000 grammar and high schools/citizen groups in 2,000 communities/young and old joined Earth Day celebrations in 1970; it increased public awareness of pollution; scientists say ecological problems urgently require action if Earth is to remain habitable

Score of 0:

- Incorrect response
Examples: observances were only held in New York; college students did not participate; people are not willing to make a commitment; it decreased public awareness of pollution
- Vague response
Examples: it was regenerated; it was preempted; there were implications
- No response

Document 9a

. . . Earth Day had consequences: it led to the Clean Air Act of 1970, the Clean Water Act of 1972, and the Endangered Species Act of 1973, and to the creation, just eight months after the event, of the Environmental Protection Agency. Throughout the nineteen-seventies, mostly during the Republican Administrations of Richard Nixon and Gerald Ford, Congress passed one environmental bill after another, establishing national controls on air and water pollution. And most of the familiar big green groups are, in their current form, offspring of Earth Day. Dozens of colleges and universities instituted environmental-studies programs, and even many small newspapers created full-time environmental beats. . . .

Source: Nicholas Lemann, "When the Earth Moved: What Happened to the Environmental Movement?"
The New Yorker, April 15, 2013

9a According to Nicholas Lemann, what is *one* impact of Earth Day?

Score of 1:

- States an impact of Earth Day according to Nicholas Lemann
Examples: it led to the Clean Air Act of 1970/the Clean Water Act of 1972/the Endangered Species Act of 1973; it led to the creation of the Environmental Protection Agency; Congress passed one environmental bill after another; many environmental bills were passed during the administrations of Nixon/Ford; national controls were established on air pollution/water pollution; many current environmental groups are an offspring of Earth Day; environmental-studies programs were instituted in colleges/universities; many small newspapers created full-time environmental beats

Score of 0:

- Incorrect response
Examples: Environmental Protection Agency was abolished; Nixon and Ford vetoed all environmental bills; environmental studies programs are required in high school
- Vague response
Examples: consequences; there is an offspring; small newspapers have increased
- No response

Document 9b

My work at NRDC has brought me to the front lines of the climate crisis. I have flown over the massive tar sands strip mines in the boreal forest. I have visited the homes of people coping with frack pads [an area of land used in the fracking process] and wastewater ponds in their backyards. And I have helped my neighbors recover from the devastation of Superstorm Sandy. . . .

Never in my lifetime have the challenges been greater than those we face from climate change. Never have the solutions been more clearly at hand. We know how to defuse the climate threat. We just have to act now. . . .

It's time for us, as Americans, to state as a national goal that we'll hit fast-forward on efforts to clean up our carbon pollution, invest in energy efficiency and shift to renewable power so that we will become a carbon-neutral nation that no longer contributes to climate change. . . .

We have already begun slashing climate change pollution. More than 3.4 million Americans are on the job every day helping to clean up our dirty power plants, get more electricity from the wind and sun, manufacture more hybrid and electric cars, and cut energy waste in our homes, at work and on the road. . . .

The modern environmental movement exists for one purpose: we're here to change the world—to become a place where we care for the natural systems of the Earth as if our very lives depended on them, because they do. That is not yet the world we live in. It is the world we must create.

Source: Frances Beinecke, "The World We Create: My New Book and a Message of Hope for the Planet," *Switchboard: National Resources Defense Council Blog*, October 14, 2014

9b According to Frances Beinecke, state *one* reason the environmental movement continues to be important.

Score of 1:

- States a reason the environmental movement continues to be important according to Frances Beinecke
Examples: massive tar sands strip mines remain in the boreal forest; people are still coping with frack pads; there are still wastewater ponds in people's backyards; devastation of Superstorm Sandy; carbon pollution needs to be cleaned up; the nation continues to contribute to climate change; Americans need to continue to reduce climate change pollution; dirty power plants still need to be cleaned up; Americans still need to get more electricity from wind/sun; more hybrid/electric cars still need to be manufactured; energy waste still needs to be cut in homes/at work/on the road; to change the world and save our lives; natural systems of Earth need to be cared for as if our lives depended on them/because our lives depend on them; we need to be protected against future superstorms

Score of 0:

- Incorrect response
Examples: manufacturing of cars needs to end; power plants need to be increased; fracking has ended
- Vague response
Examples: Beinecke president of the Natural Resources Defense Council; it is on the lines; the world is changing; get more electricity
- No response

United States History and Government
Content-Specific Rubric
Document-Based Question
June 2019

Historical Context: In the decades following World War II, significant domestic and foreign policy issues led to political and social tensions in the United States. These issues motivated individuals and groups to organize protest movements to bring about change. Protest movements such as the *civil rights movement*, the *anti-Vietnam War movement*, and the *environmental movement* met with varying degrees of success.

Task: Choose *two* protest movements mentioned in the historical context and for *each*

- Describe the historical circumstances surrounding the protest movement
- Discuss the extent to which the protest movement was successful

Scoring Notes:

1. This document-based question has a minimum of *four* components (discussing the historical circumstances surrounding *each* of *two* protest movements and the extent to which *each* protest movement was successful).
2. The description of historical circumstances may be immediate or long term.
3. Actions taken by protesters may be included as part of the discussion of the extent to which the protest movement was successful.
4. The information used to discuss a protest movement may be similar for both protest movements, but the specific facts and details will vary, e.g., the influence of Pete Seeger’s music may be used in a discussion of the civil rights movement and of the anti-Vietnam War movement.
5. The extent to which the protest movement was successful may be discussed from different perspectives as long as the positions taken are supported with accurate historical facts and examples.
6. The use of language that appears in the documents should not be penalized, e.g., historically accepted terms for African Americans.
7. Only two protest movements should be chosen from the historical context. If three protest movements are addressed, only the first two protest movements should be scored.
8. For the purpose of meeting the criteria of using *at least four* documents in the response, documents 1a, 1b, 8a, 8b, 9a, and 9b may be considered as separate documents *if* the response uses specific separate information from *each* document.

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

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

Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by describing the historical circumstances surrounding *each* of *two* protest movements and discussing the extent to which each protest movement was successful
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *civil rights movement*: connects the influence of World War II on the development of the civil rights movement and the long-term societal segregation of African Americans to the success of the movement in generating congressional support for legislation prohibiting racial discrimination and to the ongoing challenges of addressing the problem of racism and de facto segregation; *anti-Vietnam War movement*: connects the resentment over President Lyndon Johnson's escalation of the war, rising death tolls, and the expense of an undeclared Southeast Asian war to Johnson's loss of support, the upheaval of 1968, the impact of Nixon's decision to expand the war into Cambodia, and the eventual congressional repeal of the Tonkin Gulf Resolution
- Incorporates relevant information from *at least four* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to protest movements (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *civil rights movement*: end of Reconstruction; Truman's desegregation of armed forces; de jure segregation; *Brown v. Board of Education*; demonstrations in Birmingham; Civil Rights Act of 1964; Voting Rights Act of 1965; presidents Eisenhower, Kennedy, and Johnson; black protests in Watts; racial discrimination; housing restrictions; *anti-Vietnam War movement*: Truman Doctrine; Cold War; antiwar sentiment; escalation of the war; Kent State; Pete Seeger; television; radical fringe; Nixon Doctrine; Vietnam Syndrome
- 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 protest movement more thoroughly than the second protest movement
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *civil rights movement*: discusses the impact that the end of Reconstruction had on African American rights and the long-term societal segregation that led to the movement and its success in influencing the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965; *anti-Vietnam War movement*: discusses the Americanization and escalation of the war, the public's growing impatience with the United States failure to achieve victory, and a reevaluation of global commitments as evidenced by the Vietnam Syndrome
- Incorporates relevant information from *at least four* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

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

Civil Rights Movement

Key Ideas from Documents 1–3

Historical Circumstances	Extent of Success
<p>Doc 1—Restrictions facing African Americans (housing, schools, public accommodations, job opportunities, transportation) Expectation that African Americans will sit at the back of the bus Expectation that African Americans will be jailed for protests Expectation that African Americans will leave the cotton fields and be voting at the courthouse</p> <p>Doc 3—African Americans treated as another nation (deprived of freedom, crippled by hatred, doors of opportunity closed) Justice denied to African Americans</p>	<p>Doc 2—1960 sit-in movement Demonstrations in Birmingham, Alabama in 1963 Demonstrations after Birmingham (more widespread, larger numbers, people of all ages and backgrounds) Nonviolent protests in many towns and cities in South (about 115 communities, 930 demonstrations) Number of people arrested over 20,000 (four times as many as 1960) Maintenance of segregation in public accommodations untenable (1963 surge of nonviolent direct action) Belief of African Americans that segregation could be cracked anywhere after Birmingham Attack on South’s political regime after vulnerability exposed by Birmingham Negotiation by whites in city after city as a result of relentless pressure of demonstrations (some degree of integration in three-week period after Birmingham acceded to by 143 cities which exceeded 300 by end of 1963; biracial committees set up by many cities)</p> <p>Doc 3—Courts, Congress, president, and most people allies of progress made by African Americans Declaration from Supreme Court that discrimination based on race void as repugnant to Constitution Passage of civil rights legislation (1957, 1960, 1964) Voting rights bill the “end of the beginning” (right to share in American society, right to vote, right to hold a job, right to enter a public place, right to go to school, right to be treated in every part of national life as person equal in dignity and promise) African Americans seeking not just freedom but opportunity, not just legal equity but human ability, not just equality as a right but equality as a fact and a result Same chance for African Americans as every other American (to learn and grow; to work and share in society; to develop physical, mental, and spiritual abilities; to pursue individual happiness)</p>

Civil Rights Movement

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	Extent of Success
<p>Impact of end of Reconstruction on African American civil rights</p> <p>Passage of state legislation restricting African American civil rights (Jim Crow laws, grandfather clause, literacy tests, poll taxes)</p> <p>Judicial interpretation narrowing scope of 14th amendment (1883 <i>Civil Rights Cases</i>, <i>Plessy v. Ferguson</i>, 1896)</p> <p>Early attempts to address issues of equality (Booker T. Washington, W. E. B. Du Bois, Niagara Movement, NAACP)</p> <p>Details surrounding de facto segregation and discrimination in the North</p> <p>Continuation of racial inequality despite African American contributions during world wars (resurgence of Ku Klux Klan in 1920s, racial violence, resistance to integration)</p> <p>Executive order of President Truman to desegregate armed forces</p> <p>Assertiveness after World War II (NAACP legal challenges, returning veteran activism, Montgomery bus boycott, Little Rock Nine, Freedom Riders)</p> <p>Emergence of strong leadership (Thurgood Marshall, Martin Luther King Jr., Ralph Abernathy)</p>	<p>Positive influence of nonviolent protests on public attitudes</p> <p>Inspiration as a result of perseverance and dedication (Montgomery bus boycott, Greensboro, Freedom Riders)</p> <p>Increase in African American confidence from organized protests (NAACP, SCLC, SNCC, CORE, March on Washington)</p> <p>Federal intervention to ensure justice (federal marshals supporting Freedom Riders, James Meredith)</p> <p>Increase in congressional commitment to equality (details about Civil Rights Acts of 1957 and 1964, Fair Housing Act of 1968, 24th amendment)</p> <p>Increase in presidential commitment to equality (Eisenhower's enforcement of <i>Brown v. Board of Education</i>, Kennedy's support for March on Washington, Johnson's Great Society programs)</p> <p>Expansion of campaign for voting rights (SNCC activities, Freedom Summer, Selma March)</p> <p>Increased number of African American voters and officeholders (outlawing of literacy tests, federal supervision of voting)</p> <p>Banning of discrimination in employment and public accommodations</p> <p>Implementation of busing to achieve racial balance in northern cities' schools</p> <p>Adaptation of strategies and tactics by other reform movements (antiwar, women's rights, gay rights, disability rights, Mexican-Americans, Native American Indians)</p> <p>Emergence of Black Nationalism and Black Power movements (Malcolm X, Black Panthers)</p> <p>Growing disillusionment with nonviolent strategy</p> <p>Decline of public support in 1970s (growing civil rights radicalism, opposition to busing mandates, opposition to affirmative action)</p> <p>Continuation of de facto segregation and allegation of police violence, suppression of black vote, racial profiling</p>

Anti-Vietnam War Movement

Key Ideas from Documents 4–6

Historical Circumstances	Extent of Success
<p>Doc 4—Increased commitment to the war by United States</p> <p>Increase in number of bombs dropped on North Vietnam, volume of North Vietnamese entering South Vietnam, fervor of protest movement, number of billion-dollar military grants for Vietnam, number of casualties</p> <p>Pledge by President Johnson to fight communism in Southeast Asia</p> <p>Increase in body counts leading to tempers flaring on both sides</p> <p>Nightly television broadcasts of news from Vietnam (sons, brothers, friends, and husbands stepping on land mines, perishing in Vietcong mantraps, being cut down in hand-to-hand combat)</p> <p>Highest toll of 1966, week of September 18–24 (142 United States soldiers killed, 825 wounded, 3 missing)</p> <p>President’s advisors pressing for more troops and more money to consolidate gains and increase advantages</p> <p>Repeated doubling of monthly draft (up to 46,000 a month in October 1966)</p> <p>General Westmoreland’s constant call to increase troops (a half-million in combat by April 1967, he told president he needed almost 700,000 for 1968)</p> <p>Duration of war longer than expected</p> <p>Doc 5—Precedent of opposition to war (Great Britain during South African War, 1899–1902; Mexican American War, 1846–48; Philippine Insurrection, 1899–1901)</p> <p>Differences in Vietnam War from previous wars (unpopular, undeclared, most frustrating war in American history, ugliest war, longest war)</p> <p>Opinion of many citizens that Vietnam War illegal and unconstitutional</p>	<p>Doc 5—Reinforcement of American citizens’ belief that in a representative democracy individuals can make themselves heard and can affect public policy</p> <p>Role of antiwar movement in stopping war (reminder to Americans that times come when citizens can and must challenge government’s authority)</p> <p>Doc 6—Possible encouragement of Hanoi to hold out for victory because of manifestations of dissent in United States</p> <p>Divisions within ranks limiting effectiveness of movement</p> <p>Antiwar movement more obnoxious than war itself for majority of Americans (radical and “hippie” elements of movement)</p> <p>Role in strengthening support for unpopular war</p> <p>Role in forcing Vietnam onto the public consciousness</p> <p>Challenge to rationale of war</p> <p>Challenge to generation of Cold War foreign policies</p> <p>Role in limiting Johnson’s military options</p> <p>Role in reducing tendency toward more drastic escalation</p> <p>Role of fatigue and anxiety of policymakers and public that led to efforts to find a way out of war</p>

Anti-Vietnam War Movement

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	Extent of Success
<p>Authoritarian, corrupt South Vietnamese government</p> <p>Conflict seen as Vietnamese civil war, not vital to American security</p> <p>Americanization and escalation of war following Tonkin Gulf Resolution</p> <p>Growth of deficit spending, higher taxes, inflationary trends</p> <p>Limits on spending for Great Society</p> <p>Draft of disproportionate number of minorities and poor</p> <p>Widening of credibility gap after Tet Offensive</p> <p>Widening of war into Cambodia</p> <p>Attitude that global military containment not sustainable or in our best interest</p> <p>Curbing military draft deferments</p>	<p>Increase in refusals to register for draft or obey draft orders (conscientious objectors, draft card burnings, draftees fleeing country)</p> <p>Decrease in support for war (campus protests, athletes, Peace Corps volunteers, clergy, soldiers, veterans, civil rights leaders)</p> <p>Impact on national politics (President Johnson's decision not to run for reelection, antiwar candidacies of Eugene McCarthy and Robert Kennedy, 1968 Democratic Convention, Nixon's campaign pledge to end the war)</p> <p>Decrease in escalation (Johnson's refusal to send more troops, beginning of peace talks, Vietnamization)</p> <p>Reluctance on part of juries to convict antiwar protesters</p> <p>Erosion of support for war (<i>Pentagon Papers</i>, My Lai massacre, invasion of Cambodia, Kent State)</p> <p>Decline of national support for global military involvement (Nixon Doctrine, Vietnam Syndrome)</p> <p>Reevaluation of domino theory's application to Southeast Asia</p> <p>Influence on congressional passage of War Powers Act in 1973</p>

Environmental Movement

Key Ideas from Documents 7–9

Historical Circumstances	Extent of Success
<p>Doc 7—Every human being subjected to contact with dangerous chemicals</p> <p>Occurrence of synthetic pesticides throughout animate and inanimate world</p> <p>Synthetic pesticides in most major river systems and streams of groundwater</p> <p>Lingering residues of chemicals in soil for dozens of years</p> <p>Impossible for scientists to locate subjects free from contamination (fish, birds, reptiles, domestic and wild animals)</p> <p>Chemicals in bodies of majority of human beings, regardless of age</p> <p>Publication of Rachel Carson’s <i>Silent Spring</i></p> <p>Doc 8—Need for urgent action according to scientists if Earth to remain habitable (pollution, other ecological problems)</p> <p>Doc 9—Existence of massive tar sands strip mines in boreal forest</p> <p>Frack pads and wastewater ponds in backyards of homeowners</p> <p>Challenges of climate change (devastation of Superstorm Sandy)</p> <p>Need to become carbon-neutral nation (clean up carbon pollution, invest in energy efficiency, shift to renewable power)</p>	<p>Doc 8—Millions joining Earth Day observances across the nation in 1970</p> <p>Call for cleaning up a polluted environment answered by throngs of people in New York City</p> <p>First mass consideration of globe’s environmental problems (1970 Earth Day)</p> <p>Attention from millions of Americans, young and old, for 1970 Earth Day</p> <p>Probable participation for 1970 Earth Day of more than 2,000 colleges, 10,000 grammar and high schools, and citizen groups in 2,000 communities</p> <p>Increased public awareness of pollution and other ecological problems to help earth remain habitable</p> <p>Questionable if people willing to make commitment for sustained national drive to solve environmental problems</p> <p>Doc 9—Consequences of Earth Day (Clean Air Act of 1970, Clean Water Act of 1972, Endangered Species Act of 1973, creation of Environmental Protection Agency, 1970)</p> <p>Passage of environmental bills during administrations of Nixon and Ford establishing national controls on air and water pollution</p> <p>Earth Day inspiration for establishment of environmental groups</p> <p>Contribution of Earth Day to institution of environmental studies programs at colleges and universities</p> <p>Creation of full-time environmental beats by many small newspapers</p> <p>Creation of Natural Resources Defense Council to write and lobby for public policy to protect environment</p> <p>Efforts to clean up climate change pollution (cleaning up dirty power plants, getting more electricity from wind and sun, manufacturing more hybrid and electric cars, cutting energy waste in homes, at work, and on the road)</p> <p>Efforts underway to create a world where natural systems of Earth cared for as if lives depended on them</p>

Environmental Movement

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	Extent of Success
<p>Impact on environment of westward movement (destruction of buffalo, logging, mining, over-cultivation, Dust Bowl)</p> <p>Growth in public awareness of environmental issues (role of Progressive movement, Gifford Pinchot, John Muir, Theodore Roosevelt, national parks, Sierra Club, Franklin D. Roosevelt, Civilian Conservation Corps)</p> <p>Implication of toxic pesticides on food chain (DDT)</p> <p>Impact of post–World War II economic growth (human and industrial waste, radioactive waste, extraction of natural resources)</p>	<p>Kennedy’s support for Carson’s research with appointment of Science Advisory Committee</p> <p>Nixon’s National Environmental Policy Act</p> <p>Expansion in role of government (banning of DDT, 1964 National Wilderness Preservation System, Occupational Safety and Health Administration, state conservation departments, local recycling initiatives)</p> <p>Increase in individual and group efforts (Jacques Cousteau, Greenpeace, Environmental Defense Fund, wildlife sanctuaries, Pete Seeger, Hudson River conservation efforts)</p> <p>Inspiration for political activism on other health-related environmental issues (acid rain, toxic waste, Love Canal, nuclear energy, Three Mile Island, PCB dredging, Keystone XL pipeline)</p> <p>Reduction in pollution (unleaded gas, electric cars, public transportation)</p> <p>Growth in alternative energy sources (wind power, solar power)</p> <p>Debate over issue of global warming</p> <p>Tension between environmental action and economic development</p>

With newfound modernization in America in the decades following World War II, our nation's tradition of promotion of liberty and free speech incited reformers to speak out about causes they were passionate about rousing change for. Among these domestic issues, movements for civil rights and our environment grew to impressive proportions. Through increased public awareness and persistent promotion of their cause, these groups found success in facilitating the change they wanted to see in the world.

Firstly, the civil rights movement, particularly for the African American community, faced many obstacles in achieving their goal of true equality and genuine integration. Even though blacks were freed from slavery with the 13th Amendment in 1865, at the end of World War II they were still waiting for their "freedom" in a society that reinforced the theme of white supremacy, especially in the South where slavery used to be heavily prevalent. Racism, discrimination, and prejudice continued to inhibit African American liberties, and affected their level of economic success in life. Historically notable events in the 19th century like the Dred Scott decision branded blacks as property. This decision was overturned when the 14th Amendment was passed giving them citizenship. Despite becoming citizens cases such as Plessy vs. Ferguson encouraged societal segregation with the "separate but equal" doctrine as did Jim Crow laws. Fast forward to post-World War II, African Americans were sick of their unfair and unjust treatment, and were no longer satisfied with being deprived of the freedom our nation stands for. They had done their patriotic duty and fought our enemies during the war in mostly segregated units and returned to the United States to face restrictions at every turn.

Many frustrated individuals spoke out believing they could only accomplish change “by taking to the streets” (Document 1a). Martin Luther King Jr., for example, utilized nonviolent protest to make his voice heard. Leading the protest against segregated buses in Montgomery Alabama, a year long boycott resulted in success and encouraged African American activism across the country. His Christian principles and righteous way of fighting, speaking, and writing in support of civil rights encouraged people to take him and his message seriously whether it be during the sit-in movements or the Birmingham demonstrations. His words about injustice inspired his followers and helped many Americans understand the discrimination faced by African Americans. His letter from a Birmingham jail exemplified this, and his efforts/protests in Birmingham created a ripple effect that helped facilitate Congressional passage of the 1964 Civil Rights Act that furthered the integration of African Americans to society (Document 2). The country saw Thurgood Marshall appointed as the First African American supreme court justice, and he used his position to encourage equality in society, for both blacks and whites. As a NAACP lawyer he had earlier argued for the desegregation of schools in the supreme court case *Brown vs. Board of Education* which reversed *Plessy vs. Ferguson* and found that “separate but equal” is not constitutional, which more Americans were agreeing with. The restrictions based on color in public schools were no longer acceptable, and this decision was enforced by federal troops sent by President Eisenhower in the Little Rock incident (Document 1a). President Kennedy also sent troops to protect James Meredith at the University of Mississippi. The civil rights movement was improving

African American access to schools and colleges which would mean better economic opportunities. Athletes also made a difference. Jackie Robinson was the first African American baseball player to be signed by a major league team and this integration into America's signature past-time truly marked a gradual shift in white attitudes about the segregation blacks faced. As more black athletes were given opportunities to compete at the highest levels of sports, attitudes about equality became more positive. Eventually, Robinson also became active in the civil rights protest movement. Overall, this protest movement was successful on many levels. As conveyed by the notable figures above, African Americans mainstreamed into various areas of American life and became role models for African Americans and others who were working to gain equality. With the passage of the Voting Rights Act more African Americans would vote and run for office. African Americans were elected to Congress and in 2008 an African American was elected president. However, even today, racism does exist, and people still continue to fight it with movements like black lives matter, which reminds us that the country still has a long way to go before full equality is achieved for every American.

Similarly, the environmental movement was brought about by people who were sick of seeing our world destroyed by pollution and reckless industrial practices. Ever since the American Industrial Revolution, our nation has been pumping dangerous toxins into our air and water that affect both us as humans, as well as our ecosystem (Document 7). With awareness from environmental enthusiasts, such as Theodore Roosevelt, the federal government began conservation measures in the late 1800s and early 1900s adding land to national

forests and setting up irrigation projects and wildlife sanctuaries, beginning a national commitment that has grown stronger. Chemical industries led to dangerous air and water pollutants as did the increased use of automobiles in the years following World War II. Rachel Carson's "Silent Spring" created concerns about the affects of DDT on everything in the "animate and inanimate world" (Document 7). Environmental activists in cities such as Los Angeles expressed concerns about the effects of smog on peoples' health and city life. Although environmentalists were sometimes criticized for exaggerating problems, they eventually persuaded the government and others that their facts were accurate and threats to the environment were very real. Republicans and Democrats have worked to address these issues at the federal level with the passage of environmental bills such as the Clean Air Act of 1970, the Clean Water act of 1972, and the Endangered Species Act of 1973 (Document 9a). With increased public awareness, environmentalists have successfully exposed and promoted how we are harming our Earth and what we can do to fix this alarming trend. Toxic waste disposal in waterways and smog alerts have declined. Birds such as the bald eagle have been saved from extinction. Recycling programs, although now in decline, started all over the country. Local and state governments have expanded their efforts to promote a cleaner environment, sometimes going beyond national government efforts. For example, the BP oil spill in the 2000s enraged Americans nationwide, as people saw horrific pictures of sealife drenched and often suffocated by the oil that escaped. Volunteers showed up from all over the country to help save marine life in the Gulf of Mexico. Seeing the clear dangers of not

treating our environment properly, more than ever people began to advocate for safer transport of oil after the Exxon Valdez catastrophe. Much was accomplished by Americans doing their part in their communities. Earth Day, celebrated throughout our country, hardwires this move for change, as elementary schools gather all the grades together to sing Earth Day songs that encourage preservation: “everyday is earthday”, “lets keep the skies blue”, and “for your friends and families and animals too” (Document 8). Overall, the environmental movement has been successful! However, environmental challenges continue even though some people think the movement has accomplished enough. The many possible effects of rising temperatures have become major points of disagreement in American political life. Many environmentalists believe it will take a major government initiative like in the 1970s to protect our country’s and the world’s environment.

Ultimately, both the civil rights movement and the environmental movement illustrate the extent of reforms our society has faced, and how generations have transitioned to increasing awareness about current social and political issues that they had not worried about in the past. Though they have not yet completely accomplished their goal, even to present day we consistently make an effort to create a better world and life for all Americans, regardless of color and race.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the civil rights movement and for the environmental movement
- Is more analytical than descriptive (*civil rights*: racism, discrimination, and prejudice continued to inhibit African American liberties; access to schools and colleges improved economic opportunities; African Americans mainstreamed into various areas of American life; still long way to go before full equality achieved; *environmental*: world being destroyed by pollution and reckless industrial practices; since Industrial Revolution nation pumping toxins into air and water; environmentalists criticized for exaggerating problems but facts accurate and threats real; environmentalists exposed how we are harming Earth and promoted what we can do to fix it; many environmentalists believe it will take a major government initiative like in 1970s to protect our country's and world's environment)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates substantial relevant outside information (*civil rights*: slaves freed with 13th amendment; *Dred Scott* decision overturned with 14th amendment; *Plessy v. Ferguson* and Jim Crow laws encouraged segregation; African Americans in mostly segregated units during World War II; successful boycott against segregated buses in Montgomery; Martin Luther King Jr.'s "Letter from a Birmingham Jail"; Thurgood Marshall argued for desegregation in *Brown v. Board of Education*; President Eisenhower sent troops to Little Rock; President Kennedy sent troops to protect James Meredith; Jackie Robinson first African American baseball player to be signed by major league team; Black Lives Matter continues fight against racism; *environmental*: federal government began conservation measures adding land to national forests and setting up irrigation projects and wildlife sanctuaries; chemical industries and automobiles led to dangerous air and water pollutants; bald eagle saved from extinction; recycling programs started all over country; local and state governments expanded efforts to promote cleaner environment; Americans enraged by pictures of sea life drenched and often suffocated after BP oil spill; volunteers came from all over to help save marine life in Gulf of Mexico; advocates for safer transport of oil after Exxon Valdez catastrophe; effects of rising temperatures have become points of disagreement in American political life)
- Richly supports the theme with many relevant facts, examples, and details (*civil rights*: sit-in movements; Birmingham demonstrations; passage of 1964 Civil Rights Act; passage of Voting Rights Act; more African Americans would vote and run for office; *environmental*: Rachel Carson's *Silent Spring*; passage of Clean Air Act of 1970, Clean Water Act of 1972, and Endangered Species Act of 1973; Earth Day celebrated throughout the country)
- Demonstrates a logical and clear plan of organization; includes an introduction that calls both movements a success and a conclusion that notes even though neither movement has completely accomplished its goal, efforts are consistently being made to create a better world

Conclusion: Overall, the response fits the criteria for Level 5. Substantive relevant details support document interpretation and an analytic discussion of both protest movements. Thoughtful conclusions reflect good historical understandings about the role of individuals in the civil rights movement and the political implications of the ongoing 21st century environmental movement.

Protest movements such as the anti-Vietnam War movement and the environmental movement arose as a result of significant political and social tensions present in the United States in the 1960s and 1970s.

America became involved in the Vietnam War to attempt to stop the spread of communism through a policy called "containment". After World War II the Iron Curtain fell in Europe. The United States decided it would economically and militarily help countries threatened by communism. The Truman Doctrine was announced to keep communism out of Greece and Turkey, and this Doctrine was eventually extended to Asia when we fought a war in Korea and applied with the domino theory to Southeast Asia. Money and later troops were sent to aid South Vietnam in their fight against communist North Vietnam, and this was at first supported by most Americans. However, as years passed without a victory over the communists the war began to generate the outrage of thousands of American citizens. They began to believe the United States should not be interfering in a Vietnamese civil war between the North and the South thousands of miles away. They began to question how Vietnam directly affected America's national security. The anti-Vietnam War movement was created as a response to the commitment of more and more troops and weapons to Vietnam which required "billion dollar military grants." (Document 4) The war also created serious divisions in families and communities across the country. The counterculture arose partly out of the uptight and conformity-driven society of the 1950s and its involvement in the antiwar movement had actually rallied support for the Vietnam War. Many Americans saw the

protests as much too radical, obnoxious, and anti-American.

(Document 6, O1)

Though the “hippies” might have strengthened support for a rather unpopular war, other more mainstream antiwar protesters contributed to the moderate success of the anti-Vietnam War movement. As Document 5 states, American protest began as a result of the belief that “in a representative democracy, individuals can make themselves heard and, more, can affect public policy.” American citizens utilized this belief to promote government action to pull America out of the war. The number of Americans challenging the rationale of the war increased. The Gulf of Tonkin Resolution had led to President Lyndon B. Johnson’s escalation of the war without a congressional declaration. This was seen by some protesters as a violation of our system of checks and balances. Vietnam became a frustrating war to protesters and non-protesters alike. No matter how many weapons and bombs were used against the Vietcong it didn’t seem that they could be defeated. After the Tet offensive few saw any “light at the end of the tunnel.” (Document 4) Although some in the military asked for more resources to keep fighting, many more people implored Johnson to cease pressing for more troops and more money for a war that many now considered unconstitutional, unwinnable, and morally wrong.

(Document 4, 5, O1)

Although Johnson was initially reluctant to slow down his militaristic policies, protesters were ultimately successful in helping him to decide not to run for President again and getting people to think about whether it was possible for America to contain communism all over the world. In addition, there were problems here in

America that had to be solved. Money could be better spent on building a "Great Society". The war dragged on into Nixon's presidency with body counts and injuries continuing, as the antiwar movement remained vigilant in opposing the war effort until America finally exited the war, leaving South Vietnam to fend for itself.

In addition to the anti-Vietnam War movement, the ecological movement made many strides in America as activists called for people to better care for the planet and tackle the many ecological issues that arose as a result of both the First and Second Industrial Revolutions and World War II. President Theodore Roosevelt rose awareness for conservation during his presidency which took place during the Progressive Era. He tried to make people understand that the country could run out of natural resources if conservation was not taken seriously. People were complacent because there was so much land and so many forests they didn't think we would ever have to think about it. Roosevelt also believed the federal government had to be active in promoting conservation. He added more land to national forests such as Yosemite and established the Grand Canyon as a national monument to protect it. The environmental movement of the 1960s and 1970s had its origins during Progressivism when the federal government started to abandon its laissez-faire policies and began to realize that they had to play an important planning and financial role in promoting conservation measures. In the 1960s presidents and legislators started to listen to scientists such as Rachel Carson. Writing about the dangers of synthetic pesticides in our water supply and possibly in human tissues Carson, just like Theodore Roosevelt, made people of all ages more environmentally

aware (Document 7). All levels of government had to be involved in the fight to save our environment.

Protesters organized movements they hoped would lead to reduced pollution and carbon dioxide emissions, achieving a major success with the creation of Earth Day, “the first mass consideration of the globe’s environmental problems.” (Document 8b) Earth Day led to the passage of many federal environmental bills and established national controls on air and water pollution, feats that had never been able to be achieved before. (Document 9, 01) States such as New York began water conservation efforts and California passed tougher auto emission regulations. Local governments created opportunities for recycling and local newspaper reporters covered lead contaminated water supplies and disasters such as Three Mile Island. A higher level of public interest was created by the environmental movement.

Though Earth Day has greatly increased awareness of the need to take care of the Earth’s natural systems, the goal to protect the environment still continues as climate crises still remain. Natural disasters can occur at any time, and it is the civic duty of Americans to clean up after disasters such as hurricanes and wild fires, whether it may be helping their neighbor or by making certain they do their best to call attention to the causes of natural disasters. (Document 9b, 01) This will mean in part facing the challenges of climate change and pressuring the government for a national commitment to deal with global warming as they did in the 1970s to deal with air and water pollution. While there is still complacency about environmental issues, students are out in front when it comes to calling attention to climate change. Polar bears and coral reefs have become the concerns

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

of elementary and high school students who take their environmental awareness into colleges and communities.

Movements are a natural result of tensions caused by issues, domestic and foreign inclusive. Though the Vietnam War did not end until 1975 the antiwar movement turned out to be a success in that it continues to inspire citizen activism such as in the environmental movement. Protesters have shown that standing up for their beliefs can certainly lead to change and impact public policy.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the anti-Vietnam War movement and for the environmental movement
- Is more analytical than descriptive (*anti-Vietnam*: Americans began to question how Vietnam directly affected national security; war created divisions in families and communities; involvement of counterculture in movement rallied support for war; many Americans saw protests as radical, obnoxious, and anti-American; war seen by some as violation of checks and balances; no matter how many weapons and bombs used it did not seem Vietcong could be defeated; *environmental*: complacency because so much available land; in the 1960s presidents and legislators started to listen to scientists; like Roosevelt, Carson made people of all ages more environmentally aware; all levels of government had to be involved to save our environment; Earth Day led to passage of federal environmental bills and national controls on air and water pollution; Earth Day increased awareness of need to take care of Earth's natural systems; goal to protect environment continues as climate crises remain)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (*anti-Vietnam*: United States economically and militarily helped countries threatened by communism; domino theory applied to Southeast Asia; Americans believed United States should not be interfering in a civil war thousands of miles away; Gulf of Tonkin Resolution led to Johnson's escalation of war; protesters successful in helping Johnson decide not to run again; money could be better spent on Great Society; war dragged into Nixon's presidency; America finally exited war leaving South Vietnam to fend for itself; *environmental*: activists called for people to tackle ecological issues that arose as a result of the Industrial Revolutions and World War II; Roosevelt added land to national forests and established Grand Canyon as a national monument; New York began water conservation efforts and California passed tougher auto emissions regulations; local governments created opportunities for recycling and reporters covered lead-contaminated water supplies and disasters such as Three Mile Island)
- Richly supports the theme with many relevant facts, examples, and details (*anti-Vietnam*: stop spread through containment; money and later troops sent to aid South Vietnam's fight against communist North Vietnam; number of Americans challenging rationale for war increased; some in military asked for more resources to keep fighting; *environmental*: Carson wrote about dangers of synthetic pesticides in water supply; protesters hoped movements would lead to reduced pollution and carbon dioxide emissions; creation of Earth Day)
- Demonstrates a logical and clear plan of organization; includes a one-sentence introduction that is a restatement of the theme and a conclusion that employs the Vietnam War as an example to demonstrate that protesters standing up for their beliefs can impact public policy

Conclusion: Overall, the response fits the criteria for Level 5. Document interpretation is supported by good historical references and leads to analytic conclusions throughout the response. While the discussion of both movements demonstrates that actions of protesters can impact public policy, the treatment of the environmental movement shows a good understanding of the importance of governmental and student leadership in combatting complacency.

As the climax of World War II came to an end and as the cold war threat began to rise, a new feeling of wanting progress rose in the hearts of many Americans. These feelings rose in the form of protests because of a desire for change. They knew what needed to change, and they weren't going to stop until they reached their goals. Two major protest movements that formed in the United States after World War II are the civil rights movement and the protest of the Vietnam War.

The civil rights movement has a history that dates back all the way to pre civil war America. When America still had slaves, abolitionists began to fight for their freedom. Once the Civil War was fought and won by the North, three major amendments were passed during the time called reconstruction. These were the 13th 14th and 15th Amendments. The 13th amendment freed the slaves, the 14th amendment defined citizenship, and the 15th amendment stated the right to vote cannot be denied based on race, color, or previous servitude. However, even after reconstruction the south was still stuck in their ways, and they would do almost anything to prevent the blacks from voting. Restrictions like the grandfather clause, the poll tax, and the literacy test all prevented the blacks from voting, and laws were passed to keep blacks and whites apart. The most aggressive fight for civil rights came in the mid 20th century. During this time, blacks were still being treated poorly and the court case Plessy v. Ferguson was still in effect. Almost everything, including buses, schools, housing communities, stores, bathrooms, and water fountains were still segregated in the south. This began the push for the civil rights protests, and there was a key place in time where one of the largest civil right leaders was going to make an appearance. Yes, the

Montgomery Bus Boycot is where the ideas of Martin Luther King Jr guided the boycott. Rosa Parks, refused to give her seat up, and she was arrested. Martin Luther King Jr. began to spread the idea of civil disobedience. This was a form of non violent protesting that involved not fighting back when attacked, and this was seen everywhere during the civil rights movement. One of the first places civil disobedience took place was the sit-in movement. African Americans would sit at segregated lunch counters and refuse to move. Whites would attack them by throwing food and sometimes putting their cigarettes out on them, but that didn't stop them. Soon the idea of the sit-in spread like wildfire to protests in cities like Birmingham. While Martin Luther King Jr was using the tactic of civil disobedience as his method to gain civil rights, other leaders were also gaining a following with different ideas. Malcolm X, another civil rights leader, stated that civil disobedience might not be the correct form of protest, but fighting back was necessary if one is personally attacked. But in the end of the struggle, the civil rights movement was successful. This can be seen in its early days through the enforcement of the court case Brown vs. Board of Education that desegregated schools and allowed for the Little Rock 9 to attend a previously segregated high school. African Americans were soon to be allowed to register to vote freely and not have to take difficult literacy tests. The civil rights movement was an impressive and successful movement in the history of the United States. Individuals, groups, courts, and Congress all contributed to making blacks more equal.

While the Vietnam war protest wasn't as successful as the civil rights movement, it is still one of the most important movements in

United States history. The Vietnam war came about when the scare of communism covered over all of America. Americans feared communism, and they would do almost anything to stop it. Vietnam, a country divided, was threatened by communism, and America feared that if Vietnam fell, so would the other Southeastern Asian countries. America eventually sent military forces to back the South Vietnamese and fight back the Communists led by Ho Chi Minh. This war was soon hit with back lash from the American public. Vietnam was the first televised war, and this allowed the public to watch their friends and family get brutally mauled by gunfire and mines. This televised war also showed how many people were dying, and this helped start the protests. And Johnson's idea to continually increase the draft for more soldiers didn't help. Many Americans didn't like the idea of sending their friends and family to a place on the complete opposite end of the world where you couldn't tell the difference from friend or foe. Americans protested the war stating it was unconstitutional, but that didn't end the war. The protest movements were particularly controversial since the war became our longest war not ending until 1975. However the protest movement was successful in a different aspect. Although anti-war protests may have increased support for the war, the movement did force Vietnam into the public eye and challenged the rationale for the war. In the end the war didn't help contain communism. Once the Americans left, the Northern Vietnamese swept in, took Saigon, (now Ho Chi Minh City) and communism regained control of the entire country.

In short, protests in America helped lead to new ways of thinking about civil rights and foreign policy.

Anchor Level 4-A

The response:

- Develops all aspects of the task for the civil rights movement more thoroughly than for the anti-Vietnam War movement
- Is both descriptive and analytical (*civil rights*: laws passed to keep blacks and whites apart; idea of sit-in spread like wildfire to protests in cities such as Birmingham; *anti-Vietnam*: Americans feared communism and would do almost anything to stop it; many Americans did not like idea of sending friends and family to opposite end of world; protests may have increased support for war; movement challenged rationale for war; in the end war did not help contain communism)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*civil rights*: grandfather clause, poll taxes, and literacy tests prevented blacks from voting; Martin Luther King Jr. guided Montgomery bus boycott and spread idea of civil disobedience; Rosa Parks refused to give up her seat on bus and arrested; African Americans sat at segregated lunch counters and refused to move; Malcolm X stated fighting back necessary if personally attacked; *Brown v. Board of Education* allowed Little Rock Nine to attend previously segregated high school; *anti-Vietnam*: America feared if Vietnam fell to communism so would other Southeast Asian countries; fight the communists led by Ho Chi Minh; first televised war allowed public to watch friends and family get brutally mauled by gunfire and mines; once America left the North Vietnamese swept in, took Saigon, and communists gained control of entire country)
- Supports the theme with relevant facts, examples, and details (*civil rights*: almost everything including buses, schools, housing communities, stores, bathrooms, and water fountains were still segregated in South; individuals, groups, courts, and Congress contributed to making blacks more equal; *anti-Vietnam*: American military forces sent to back South Vietnamese; Johnson's idea to continually increase draft for more soldiers did not help; Americans protested war stating it was unconstitutional)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states protests led to new ways of thinking about civil rights and foreign policy

Conclusion: Overall, the response fits the criteria for Level 4. Relevant outside information supports document interpretation and good conclusions, especially in the treatment of the civil rights movement. Analytic statements in the discussion of the anti-Vietnam War movement would have benefited from additional supporting facts and details.

The ideals of a representative democracy require the action of the citizenry in government. In America, that has often taken the form of protests against actions taken by the government, or actions taken by industries to pollute the environment. Such protests have been varied in their effectiveness and motivations, but are all created in the same ideals of freedom of speech in a representative democracy.

The anti-Vietnam War movement is perhaps the most well-known of America's anti-war protests. Although there were Americans who opposed the War of 1812, the Civil War, and both World Wars, the Vietnam War was longer giving the country more time to become tired and critical of this effort to contain communism in far away southeast Asia. The movement was notable, due to its partial success, and its success as a largely citizen-run protest. (Document 5.) Few politicians argued against the escalation of the war after the Gulf of Tonkin Resolution was passed by Congress. Most Americans were united in their stand with Johnson against communism, following a containment policy that began after World War II to prevent its spread. Anti-war protests began slowly and were small but expanded and grew larger. With soldiers dying in jungles far away and billions of dollars being spent on a war that was not being won despite the many positive government reports, more people began to question government policy. College students, parents, civil rights leaders, Vietnam veterans, and others became more active in the movement. While some began to consider containment to be a failure – especially when Vietnam is considered – the anti-war movement was less than effective as well. It was not solely the internal pressures that motivated the United States's leadership to abandon the conflict, but was more

fully the struggles the nation faced fighting a war they were unprepared and poorly suited for. We really did not know Vietnam or the Vietnamese people. The South Vietnamese people did not really understand democracy and were not united. Bombs and military equipment would not be enough to defeat the determination of the Communists in Vietnam and establish a democratic government. The protest movements slowly got more Americans to realize this and contributed to the reason why Richard Nixon was elected president in 1968 with a secret plan to end the war. (Document 6.) Although the movement was not successful in its primary goal in ending U.S. involvement in the Vietnam War, as Nixon actually took the war into Cambodia, it was able to challenge conventional politics of the time. (Document 6.) By challenging the credibility and truthfulness of the government during the Vietnam War, United States citizens also challenged all Cold War policies, rejecting more conventional attitudes of trust in government.

The environmental movement, though not a particular challenge to any action taken by the government, was similar in its structure and motivations. This movement had to convince the government to take action to protect the country from chemicals and pesticides that threatened the health of everyone from unborn children to adults. Composed of citizenry of all ages, the environmental movement sought to draw government attention to environmental issues through organized movements such as Earth Day. (Documents 8a + 8b.) The presence of increased air and water pollution led to protests around the country demanding government action, which often collided with economic interests. State and federal government clean air and water

standards often required businesses to spend more money which reduced their profits. In the current era often defined by debates over how much government regulates the economy and political partisanship, even a small concession by one party to an opposing point of view could have massive ramifications. Any step an American politician might make towards supporting tougher environmental regulations could cripple his or her political career or in the case of increasing concerns about climate change could improve a candidate's chances of winning. The success of the environmental movement, especially of its early phases, is undeniable. The resultant creation of the EPA and their work in cleaning up toxic wastes and monitoring water supplies as well as the passage of acts designed to limit air pollution were notable successes for the movement, as their actions limited the pollution that could be emitted by corporations. (Document 9a.) To this day, the success of the movement continues, taking steps toward forms of clean and renewable energy, with international agreements such as the Paris Climate Accords helping to reduce pollution across the world.

The success of the protests of citizens in America has often been questionable. However, evaluating such actions based solely on achievement of their goals presents significant problems. The recognition of the involvement of the American public in such movements, and the response of the government to them, reveals much about the society and government of America – the role of its officials and the role of its citizens.

Anchor Level 4-B

The response:

- Develops all aspects of the task for the anti–Vietnam War movement more thoroughly than for the environmental movement
- Is both descriptive and analytical (*anti–Vietnam*: not solely internal pressures that motivated United States to abandon conflict but fighting a war unprepared and poorly suited for; *environmental*: had to convince government to take action to protect country from chemicals and pesticides that threatened health of everyone; presence of increased air and water pollution led to protests around country; in current era often defined by political partisanship and debates over how much government regulates economy even small concession by one party to an opposing point of view could have massive ramifications; any step an American politician might make toward supporting tougher environmental regulations could cripple political career or in case of increasing concerns about climate change could improve a candidate’s chances of winning)
- Incorporates relevant information from documents 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*anti–Vietnam*: although Americans opposed previous wars Vietnam gave country more time to become tired and critical; few politicians argued against escalation of war after Gulf of Tonkin Resolution; most Americans united in stand with Johnson against communism; with soldiers dying in jungles far away and billions of dollars being spent on a war not being won more people began to question government; college students, parents, civil rights leaders, Vietnam veterans, and others became more active in movement; bombs and military equipment not enough to defeat determination of communists; Nixon elected president in 1968 with secret plan to end war but he took war into Cambodia; by challenging credibility and truthfulness of government during war citizens also challenged Cold War policies rejecting more conventional attitudes; *environmental*: clean air and water standards required businesses to spend more money which reduced profits; creation of Environmental Protection Agency which cleans up toxic wastes and monitors water supplies; success of movement continues with steps toward clean and renewable energy and international agreements such as Paris Climate Accords)
- Supports the theme with relevant facts, examples, and details (*anti–Vietnam*: largely citizen-run protest; protests began slowly and were small but expanded; *environmental*: composed of citizenry of all ages; organized movements such as Earth Day; acts passed to limit air pollution)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses protest movements as part of freedom of speech in a representative democracy and a conclusion that notes the success of protest movements cannot be evaluated solely on the achievement of their goals

Conclusion: Overall, the response fits the criteria for Level 4. The discussion of the anti–Vietnam War movement is more thorough than that of the environmental movement. Relevant outside information and analytic statements support document interpretation, especially in the treatment of the anti–Vietnam War movement. Conclusions that demonstrate a good understanding of how political and economic factors have influenced each movement are integrated throughout the narrative.

Social movements propel reform and societal development forward. Events which greatly affect the common man are frequently sources of protest. For example, the environmental and anti-Vietnam War movements are two large protest movements to affect change for citizens of the United States. The environmental movement and the anti-Vietnam War movement were both successful in achieving reform.

The environmental movement was successful socially, politically, and economically in the United States. Although some national parks had been established and trees were planted on the great plains as part of the New Deal, this movement did not become truly national until after World War II. Many environmental issues began in the industrial revolution after the Civil War and became worse as our economy expanded. To most people pollution was not as important as the growing production in the United States. As manufacturing increased, air and water pollution increased. The population of cities grew and became increasingly unsanitary. After World War II, chemicals were disposed of improperly into the air and water without consideration of possible health risks. Pesticides such as DDT were distributed so widely that by the 1960s, these chemicals were unavoidable as they were used on farms and in cities to protect people and agriculture from insect-borne diseases (Document 7). The continuous removal of trees as the United States was settled from East to West and farming of cash crops on the great plains contributed to the evergrowing problem of land erosion. The dust bowl was directly caused by these farming tactics, and new technology that almost wiped out the great plains ecosystem. The publication of

Silent Spring by Rachel Carson was a key event that triggered the environmental movement by informing the public about the dangers of pesticides such as DDT. Using scientific research, Carson helped people gain a better understanding of pesticides that stay in the soil for years, negatively affecting the food that is grown and wildlife. Learning about the dangers that surrounded them motivated people of all ages to join the movement. Earth day was one of the most successful parts of the movement. In April of 1970, more than 2,000 colleges, 1,000 grammar and high schools, and citizens from 2,000 communities participated in Earth day (Document 8b). As large numbers of people organized to create awareness of environmental problems the earth day movement inspired many political reforms. For example, the Clean Air Act of 1970, the Clean Water Act of 1970, the Endangered Species act of 1973, and the creation of the Environmental Protection Agency (Document 9a). The Environmental movement has been a continuously important movement in the United States and has gained renewed importance as the nation has become better informed about the possible effects of climate change. Just as Rachel Carson had to persevere in the face of criticism and doubt, environmentalists concerned about the future of the planet such as Frances Beinecke and groups such as Greenpeace have to do the same.

The anti-Vietnam war movement was controversial just like the environmental movement has been at times. The spread of communism after World War II was something most Americans feared could endanger their way of life. After the United States involvement in WWII and communist threats to Greece and Turkey,

the United States decided to act against Communism. Communism was to be contained behind the iron curtain in Europe. It was thought once one nation outside of this boundary fell to communism, more nations would continue to fall. In Southeast Asia this became known as the Domino Theory. Once Vietnam looked like it could fall to communism, it seemed crucial the United States act; However the continuous and taxing involvement in the war during Lyndon Johnson's presidency led to the creation of the anti-Vietnam movement. Many thought the war would be easily won because the United States was a world power but this was not the case. The draft was increased several times up to 46,000 in October of 1966 (Document 4). At a time when the death toll was rising and families watching television news feared for the future of their own sons the draft became more controversial. Televised killings and battles decreased morale and the peoples support for the war. Many considered this war undeclared and therefor illegal which further decreased its popularity and added numbers to the protest movement (Document 5). The movement was successful in making the public more aware of the wars atrocities and discouraging the government's further escalation of the war (Document 6). However, some would say the movement has unsuccessful in it's anti-war efforts since many found the movement obnoxious and radical in its "hippie" aspects (Document 6). Lack of respect for the movement led to fewer people joining it and therefor put less pressure on the government to end the war earlier than it did. Eventhough the anti-Vietnam movement was controversial, it ultimately made people more aware of what the war was doing to the country and the people fighting it. The movement changed citizens

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

views on the war and made them question whether their way of life was really being threatened in Southeast Asia.

The environmental and anti-Vietnam war movements were two wide spread movements after World War II. Both movements had lasting effects on society and United States policy. Pollution and climate change events are environmental problems that persist in the United States. The Vietnam War remains unpopular in history, partially due to the negative attention brought by the anti-Vietnam war movement.

Anchor Level 4-C

The response:

- Develops all aspects of the task for the environmental movement and for the anti-Vietnam War movement
- Is both descriptive and analytical (*environmental*: Carson used scientific research to help people gain a better understanding of pesticides; Earth Day inspired many political reforms; movement gained importance as nation better informed about climate change; just as Rachel Carson had to persevere in face of criticism and doubt environmentalists concerned about future have to do the same; *anti-Vietnam*: Americans feared spread of communism could endanger way of life; continuous and taxing involvement in war led to creation of movement; with death toll rising draft became more controversial; televised killings and battles decreased morale and peoples' support for war; movement successful in discouraging further escalation of war; lack of respect for movement led to fewer people joining it and less pressure on government to end war; even though movement controversial it ultimately made people more aware of what war doing to country and to people fighting it; movement changed citizens' views on war and made them question whether their way of life really being threatened)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*environmental*: after World War II chemicals disposed of improperly into air and water without consideration of health risks; pesticides such as DDT distributed so widely that by 1960s these chemicals unavoidable; removal of trees as United States settled from east to west contributed to land erosion; Dust Bowl directly caused by farming tactics and technology that almost wiped out Great Plains ecosystem; *anti-Vietnam*: after World War II and communists threats to Greece and Turkey the United States decided to act against communism; to be contained behind Iron Curtain in Europe; thought if one nation fell to communism more nations would fall; in Southeast Asia this known as domino theory; many thought war would be easily won because United States a world power but this was not the case)
- Supports the theme with relevant facts, examples, and details (*environmental*: publication of *Silent Spring* informed public about dangers of pesticides; in April 1970 more than 2,000 colleges, 1,000 grammar and high schools, and citizens from 2,000 communities participated in Earth Day; Clean Air Act of 1970; Endangered Species Act of 1973; creation of Environmental Protection Agency; *anti-Vietnam*: draft up to 46,000 in October 1966; many considered war undeclared and therefore illegal; many found movement obnoxious and radical in hippie aspects); includes a minor inaccuracy (*environmental*: Clean Water Act of 1970)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses how events which greatly affect the common man are frequently sources of protest and a conclusion that briefly summarizes the current status of the environmental problems and the status of the Vietnam War

Conclusion: Overall, the response fits the criteria for Level 4. Good historical references support document interpretation, especially in the discussion of the environmental movement. Analytic conclusions in the discussion of the anti-Vietnam War movement integrate elements of comparison and thoughtful insights; however, additional facts and details would have strengthened the effort.

Throughout the history of the United States, many protest movements have arisen in response to foreign and domestic policy issues. Particularly after World War II, many attempts to change society were brought on by a widespread dissatisfaction in the United States. Two issues that provoked protest movements were Civil Rights issues and the Vietnam War. There were many reasons why these protest movements were instigated and each achieved varying degrees of success in their goal to accomplish change.

Civil rights issues following the second world war sparked a desire for change in the minds of African Americans who for many years were considered second-class citizens. According to Document 1a, housing, schooling, public accommodations, and job opportunities were all restricted during this time period. Many African Americans economically had been left behind. Many African American children were still attending segregated schools despite the Brown v. Board decision. Lunch counters and movie theaters were segregated. African Americans were often not hired or the last hired. Blacks also were not allowed to sit in the front on public busses, which led to the arrest of Rosa Parks and the Montgomery Bus Boycott, and the beginning of the Civil Rights Movement. Due to these limitations experienced by African Americans, there was serious motivation provided to work for change. Change they achieved, too by “taking to the streets” despite being encouraged not to by whites. By the end of 1963 over 300 cities were on their way towards desegregation after protesters forced the issue (Document 2). The Supreme Court had ruled in the 1950s that “separate but equal” in public schools was unconstitutional, changing the decision they made in Plessy v. Ferguson. And now

was the time to end all forms of segregation. So though African Americans achieved some successes during this time period, it seemed that the pace of change was slow and their goals had not entirely been reached. Many African Americans still have not reached “equality as a fact” even today. Lyndon B. Johnson said in 1965 his task was to give African Americans the same chances as everybody else – whether it be in school, work, developing abilities or just their individual happiness (Doc. 3). He did this by signing the 1964 Civil Rights Act (one of the first civil rights laws passed in over one hundred years) and by establishing his Great Society programs that would help African Americans economically. While it is true African Americans have more rights than before the Civil Rights Movement, some rights still need to be fought for. Voting rights were protected by the Voting Rights Act but there continues to be some state policies that make it difficult for blacks to vote. However, a success of the movement is that an African American became president of the United States. It is not fair African Americans often have to work twice as hard as others do to gain success. Overall, however, the Civil Rights movement garnered success because black Americans finally got their constitutional rights that had been guaranteed to them after the Civil War during Reconstruction.

During the Vietnam War, uneasiness and dissatisfaction with American government and the war itself grew and was manifested by many Americans in anti-war protests. A large number of men were drafted and the number continued increasing as the war went on. Families were “forced” to watch soldiers die as footage from the war was shown on television (Document 4). As the war went on longer

and longer, the tension within American citizens grew as well. Anti-war rallies were held and many colleges went on strikes to protest the involvement in Vietnam. Anti-war sentiment was a major feeling among hippies, disillusioned youths in 1960's America who were seen by some as rebelling against authority and not being loyal to America during wartime. Document 5 reveals that many of these people in the movement considered the war to be unconstitutional, and to an extent illegal because Congress never declared war. Congress gave the president the power to do what was necessary to fight the enemy. Protesters definitely felt America had no place in the war. Though the anti-war movement achieved some success in that their protests finally helped motivate the government to get out of the war, they did a horrible job getting a majority of Americans on their side. Many Americans found the movement obnoxious and it actually strengthened their support for the war (Document 6). The movement probably did not gain the support of the men fighting the war, but the longer the war went on even some soldiers started to question why they were in Vietnam and began to agree with the protesters. As returning soldiers often received very cold welcomes, it seemed that a lot of people wanted to forget the war. Finally we left and Vietnam became a communist country. The members of this movement fought so hard to achieve lackluster success but the anti-war movement existed. From that perspective, the anti-war movement was a successful experience in representative democracy.

Anchor Level 3-A

The response:

- Develops all aspects of the task in some depth for the civil rights movement and for the anti-Vietnam War movement
- Is more descriptive than analytical (*civil rights*: African Americans for many years considered second-class citizens; African Americans achieved some successes but pace of change slow; many African Americans still have not reached equality as a fact; Johnson said in 1965 his task was to give African Americans same chances as everybody else—in school, work, developing abilities, or just their individual happiness; *anti-Vietnam*: uneasiness and dissatisfaction with government and war grew and manifested in anti-war protests; as war went on tension within citizens grew as well; many people in movement considered war to be unconstitutional and illegal because Congress never declared war; protesters definitely felt America had no place in the war; protesters helped motivate government to get out of war; many Americans found protest movement obnoxious and it strengthened their support for the war)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*civil rights*: many African Americans economically left behind; many African American children still attending segregated schools despite *Brown v. Board* decision; lunch counters and movie theaters segregated; African Americans often not hired or last hired; arrest of Rosa Parks and Montgomery bus boycott began civil rights movement; change achieved by taking to the streets despite being encouraged not to by whites; in 1950s Supreme Court ruled “separate but equal” in public schools unconstitutional; Johnson Great Society programs would help African Americans economically; voting rights protected by Voting Rights Act but some state policies continue to make it difficult for blacks to vote; *anti-Vietnam*: many colleges went on strikes to protest involvement; anti-war sentiment among hippies and disillusioned youths in 1960s; seen by some as rebelling against authority and not being loyal during wartime; Congress gave president power to do what was necessary to fight the enemy; movement probably did not gain support of men fighting war but longer war went on even some soldiers started to question why they were in Vietnam; returning soldiers often received cold welcomes; seemed a lot of people wanted to forget the war; finally we left and Vietnam became communist country)
- Includes some relevant facts, examples, and details (*civil rights*: housing, schooling, public accommodations, and job opportunities restricted; by end of 1963 over 300 cities on way toward desegregation; Johnson signed 1964 Civil Rights Act, one of first civil rights laws passed in over 100 years; *anti-Vietnam*: large number of men drafted and number continued increasing as war went on; families watched soldiers die as footage from war shown on television; anti-war rallies held)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Important concepts and relevant outside historical references are included in the discussion of both protest movements. Further development of some good analytic statements would have benefited the discussion.

In the years following World War II, a variety of social, political and environmental issues lead to powerful movements in the United States. These protest movements were the civil rights movement and the environmental movement; although both very different, they each had certain levels of success.

Throughout the 1960s, the civil rights movement was prominent in the U.S. Before the civil rights movement and after the civil war Blacks were experiencing segregation and being discriminated against using Jim Crow Laws. According to Doc 1a-1b, African Americans were restricted from jobs because of unfair hiring practices. Certain housing restrictions kept them from renting apartments and buying houses because of their race. Bus seats and schools kept blacks and whites separated but not equal. During the 1950s and 1960s Martin Luther King became a very significant part of the movement and not only helped to unify African Americans for their cause, but brought people of all races together to peacefully fight for their cause using civil disobedience. Rosa Parks and others were determined to peacefully desegregate buses in Montgomery, Alabama. Although many people were put in jail, such as King himself after nonviolent demonstrations in Birmingham and other cities, they continued with their fight for rights. Martin Luther King gave a very prominent "I have a dream speech" during the March on Washington that revolutionized the movement, because now white people began to understand the importance of integration and change. In fact, many whites demonstrated with blacks in support of civil rights. Although the South would be the most difficult place to achieve change, many African Americans had hope that if "Segregation could be cracked in

Birmingham, it could be cracked anywhere" else. (Doc 2). Protests in Birmingham led to desegregation in that city and 143 other cities. Finally the Civil rights Act of 1964 was passed and after that a Voting Rights bill was passed (Doc. 3). Now African Americans were more likely to be able to vote, get a job without facing discrimination, and more students would be able to go to school nearer where they lived just as the decision in *Brown v. Board of Education* intended. Although the movement achieved many of their goals, and had a high success rate it is still going on today, and will not be considered completely successful until all peoples are completely equal.

Another significant movement through the 1960-1970s was the Environmental movement. In Rachel Carson's *Silent Spring*, she stated that "every human being is now subjected to contact with dangerous chemicals, from the moment of conception until death". (Doc 7). Before she wrote the book many Americans had no idea how dangerous chemicals such as DDT were. Once they realized that the environment might never be the same they began to worry. Not only was nature threatened but many chemicals were probably unhealthy for people too. Most of these "dangerous chemicals" were toxic and could easily get into drinking water and soil, where farmers plant food to sell to people. These toxins if ingested would not only linger in the body but would also linger in the soil and water and also in "fish, birds, reptiles and domestic and wild animals" (Doc 7). According to document 7 they also linger in a mother's milk, or the "tissues of an unborn child" (Doc 7). Once the public began to get informed about the issue they became alarmed and began to organize protests "for the regeneration of the polluted environment" (image on Doc 8a). Many

people protested in New York City and in cities and towns across the country because they felt the obligation to spread and “heighten public awareness of pollution and other ecological problems” (Doc 8b). With more people aware of the problems the government began to take actions to take care of the environment. Many areas had become so contaminated the government had to step in and declare them superfund sites and put toxic waste areas on a priority list for immediate clean up, such as Love Canal in New York. This site was so severely contaminated by hazardous toxins that children were sick and born with deformities and people had to move out of their homes. At the beginning of the 1970s many positive changes were taking place, “The Clean Air Act of 1970, the Clean Water Act of 1972 and the Endangered Species Act of 1973”, (Doc 9a) were passed thanks in part to protests such as Earthday and peoples growing awareness of the polluted Earth. Although many laws were passed and continue to be passed to fix the issue, the Earth is still being polluted and the environmental movement is currently busier than ever trying to make certain environmental laws are obeyed and the government does more to protect the country from the climate crises.

Throughout the 1960-1970s there were several important movements, two of them being the environmental and civil rights movements. Although both very strong and successful they are still going on today to continue to fix the on going issues we have faced since the end of World War II.

Anchor Level 3-B

The response:

- Develops all aspects of the task in some depth for the civil rights movement and for the environmental movement
- Is more descriptive than analytical (*civil rights*: South most difficult place to achieve change; if segregation could be cracked in Birmingham, it could be cracked anywhere; Voting Rights Bill meant African Americans more likely to be able to vote; movement not to be considered completely successful until all people completely equal; *environmental*: people realized environment might never be the same; not only was nature threatened but chemicals unhealthy for people; if toxins ingested would linger in body, soil, and water; people felt obligation to spread and heighten public awareness of pollution and other ecological problems; with more people aware of problems government began to take actions; although many laws passed Earth still being polluted and environmental movement busier than ever)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*civil rights*: after Civil War blacks experiencing segregation and Jim Crow laws; African Americans restricted from jobs because of unfair hiring practices; certain housing restrictions kept African Americans from renting apartments and buying houses because of their race; bus seats and schools kept blacks and whites separated; during 1950s and 1960s Martin Luther King helped to unify African Americans for their cause and brought people of all races together to fight using civil disobedience; Rosa Parks and others determined to peacefully desegregate buses in Montgomery; many people put in jail after nonviolent demonstrations in Birmingham and other cities; King’s “I Have a Dream” speech during March on Washington revolutionized movement; many whites demonstrated with blacks; more students able to go to school nearer where they lived as *Brown v. Board of Education* intended; *environmental*: before Carson wrote *Silent Spring* many Americans had no idea how dangerous DDT was; many areas so contaminated government had to step in and declare them Superfund sites; Love Canal in New York so severely contaminated by hazardous toxins that children sick and born with deformities and people had to move out of their homes)
- Includes some relevant facts, examples, and details (*civil rights*: protests in Birmingham led to desegregation in that city and 143 other cities; Civil Rights Act of 1964 passed; *environmental*: most of dangerous chemicals toxic and could easily get into drinking water and soil; protests for regeneration of polluted environment; people protested in New York City and in cities and towns across the country; Clean Air Act of 1970, Clean Water Act of 1972, and Endangered Species Act of 1973 passed)
- Demonstrates a satisfactory plan of organization; includes an introduction and conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Although the discussion of the environmental movement focuses on document information, the references to Love Canal and Superfund sites are good. Additional explanation would have strengthened the analytic statements in the evaluation of the civil rights movement.

The time following the conservative and reserved 1950's was a radical and instrumental time in the U.S. This time period was a time characterized by not only active participation in government, but people influencing the American government to take action in the public's interest. The Civil Rights Movement, and the Anti-Vietnam War protests were actions taken by the public which eventually led to government actions and legislation prompted by the actions of American individuals.

From the Emancipation Proclamation to the passage of the 13, 14, and 15th amendment, the government has attempted to give African Americans Rights. However rulings such as Plessy v. Ferguson and the nature of sharecropping which African Americans were caught in for many years worked against their efforts to get ahead and to gain rights. The government had refused since Reconstruction to guarantee African American rights. After WWII President Truman finally desegregated the army, the Supreme Court ruled in favor of Linda Brown and the civil rights movement began. During the civil rights movement as illustrated through Doc 1a, blacks were barred from buying houses, living, and attending schools in certain neighborhoods. The poem in Doc 1b illustrates blacks finally escaping "the cotton fields" and instead being found in "the court houses" able to vote. Blacks had longed to gain their rights. The Civil Rights movement gave them the opportunity.

One of the first major civil rights protests after the sit-in movement took place in Birmingham where protesters were met with fire hoses and attack dogs. After Birmingham "demonstrations were widespread" (Document 2) because African Americans realize that if

segregation could “be cracked in Birmingham it could be cracked anywhere” (Doc 2). Protest waves swept the South and soon both sides were talking because it was clear protests would not end until segregation ended. MLK’s March on Washington finally started to move Congress to support “civil rights legislation” (Doc 3). In the Supreme Court case *Brown v. Board of Ed.* school segregation laws had been ruled unconstitutional but desegregation in southern schools such as Little Rock was slow. Under Johnson’s Great Society program and the Civil Rights Act of 1964 he sought for blacks “to be treated...with...equal dignity and promise” as those of white Americans. Desegregation began to move faster and black voters were protected from unfair voting practices. Malcolm X would soon influence the civil rights movement and made people think a more radical approach was needed to achieve full equality. All the way to present day Black Lives Matter, blacks have been fighting for their rights in America.

The Vietnam War is known by some historians as America’s most unpopular war. At first a proxy war to contain the spread of communism, the Vietnam War soon turned into a lethal and prolonged battle which wore on the American people and eventually caused widespread distrust of the government as well as an Anti-Vietnam Protest movement. “As the US commitment increased, so did the number of bombs dropped on the North” (Doc 4). Americans seeing the fatalities and “faraway hell holes” (Doc 4) which their “brothers, sons, friends” were enduring caused more people to question the draft and the US commitment in Southeast Asia.

The insanley high draft and growing number of casualties

fatigued American spirit and made Americans long for a halt to the long and gruesome war. Though some called the Anti-Vietnam War protest “a hippie or radical” movement (Doc 6) it cannot be denied that the resistance “limited Johnson’s military options” which kept the war from becoming wider and more dangerous. (Doc 6). Johnson saw the public discontent and did not want more public criticism than he already had. He was tired and just like other government and policy makers seemed to want to figure a way out of the war. He was not successful. The Anti-Vietnam War effort illustrated the principle that “individuals can make themselves heard” (Doc 5) in a democracy and these protests illustrated the ability of Americans of all ages and backgrounds to promote their own public interests whether it be to support or oppose government action. Whether the Women’s Rights March following the election of Trump or the Vietnam protests Americans voice have been heard many times in our history.

The Anti-Vietnam protests and civil rights movement illustrated the ability of Americans to voice their grievances and attain results through gov’t action. As Amer. History progresses, so will the voice of the Amer. people as they react to government actions and proposed legislation.

Anchor Level 3-C

The response:

- Develops all aspects of the task in some depth for the civil rights movement and in little depth for the anti-Vietnam War movement
- Is more descriptive than analytical (*civil rights*: after Birmingham demonstrations widespread; protest waves swept South and both sides talking because clear protests would not end until segregation ended; with Civil Rights Act of 1964 desegregation began to move faster; black voters protected from unfair voting practices; *anti-Vietnam*: known by some historians as America's most unpopular war; prolonged battle wore on American people and eventually caused distrust of government; seeing fatalities and faraway hell holes caused more people to question commitment in Southeast Asia; high draft and growing number of casualties fatigued American spirit; cannot be denied resistance limited Johnson's military options which kept war from becoming wider; movement illustrated principle that individuals can make themselves heard in a democracy and can promote their own public interests whether it be to support or oppose government action)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*civil rights*: from Emancipation Proclamation to passage of 13th, 14th, and 15th amendments government attempted to give African Americans rights; rulings such as *Plessy v. Ferguson* and nature of sharecropping worked against efforts to get ahead and gain rights; since Reconstruction government refused to guarantee African American rights; after World War II President Truman desegregated the army, Supreme Court ruled in favor of Linda Brown, and civil rights movement began; protesters in Birmingham met with fire hoses and attack dogs; King's March on Washington started to move Congress to support legislation; in *Brown v. Board of Education* school segregation laws ruled unconstitutional but desegregation in schools such as Little Rock slow; Johnson's Great Society program and Civil Rights Act of 1964 sought for blacks to be treated with equal dignity and promise; Malcolm X influenced movement and made people think a more radical approach needed; blacks fighting for their rights in America to present day; *anti-Vietnam*: at first a proxy war to contain spread of communism; Johnson saw public discontent and did not want more public criticism than he already had)
- Includes some relevant facts, examples, and details (*civil rights*: during movement blacks barred from buying houses, living, and attending schools in certain neighborhoods; Birmingham one of first major civil rights protests after sit-in movement; Black Lives Matter; *anti-Vietnam*: as United States commitment increased so did number of bombs dropped on the North; some called protest hippie or radical movement)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that note how active participation influenced the government to take action

Conclusion: Overall, the response fits the criteria for Level 3. Document interpretation is supported by good explanations and relevant outside information in the treatment of the civil rights movement. While some analytic statements about the anti-Vietnam War movement are included, additional facts and details would have strengthened that portion of the discussion.

In order to change the unfair circumstances of both mindset and environment, citizens have been creating movements that have had varying degrees of success, which started after World War II. Although different circumstances, all movements have the same goal: change. The civil rights movement and environmental movement are just two of many that have brought about change that would have never happened otherwise. History may have caused these problems, but motivated individuals are the reason why this history might not be repeated.

The civil rights movement had been brewing since slavery was outlawed in 1865, however the mid-1900's is when activists went full-force. The Jim Crow Laws allowed for segregated facilities and discrimination even though "all men are created equal." Everything from housing to schools to jobs were segregated (Doc 1a). This angered many people, the majority being African-Americans. After years of doing nothing, the civil rights movement finally began.

There are quite a few people who are given credit for promoting the civil rights movement and for eventually getting laws passed to desegregate public facilities. Rosa Parks is one of them, with her iconic action to not move from her seat on the bus. The most prominent name, however, is Martin Luther King Jr. His speeches inspired many and fueled the movement for his time in it. Then there are those not recognized, like the demonstrations in Birmingham which resulted in 143 cities agreeing to integration (Doc 2). Luckily, all of this civil disobedience and commitment worked, because in the mid-1900's, voting rights and desegregation began to take place (Doc 3). Although still working toward the most equal society, the

civil rights movement can be thanked for the milestones accomplished today.

One of the newer movements in society may be the environmental movement, but it should have started a long time ago. It was needed during the time of the Industrial Revolution, when pollution reached an all-high of its time. Factories produced smoke so dense it could be seen for miles and dumped its chemical waste into the clean rivers and oceans. It has gotten so bad today that nearly every animal encountered, including humans, has some degree of chemical pollution inside of them (Doc 7). This realization signaled the beginning of the environmental movement.

The environmental movement is best defined as the process of cleansing the earth of harmful chemicals. Within the past decades, the promotion for environmental awareness has reached an all-time high. Activists are looking to increase awareness, and they started by going to different schools to talk about the Earth (Doc 8b). Due to environmental activists' persistent efforts, pro-environment laws such as the Clean Air Act, Clean Water Act, Endangered Species Act, and more were passed. Society today still has a far way to go, but as long as the environmental movement continues, the Earth will become a better, cleaner, and healthier place.

All in all, both the civil rights movement and environmental movement resulted in the individuals taking a stand and getting what they wanted. Different reasons may have created the movements, but in both cases citizens joined forces and made the change they wanted to see.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task for the civil rights movement and for the environmental movement
- Is primarily descriptive (*civil rights*: activists went full force in mid-1900s; everything from housing to schools to jobs segregated; angered many people the majority of which were African Americans; in mid-1900s voting rights and desegregation began to take place; still working toward the most equal society; *environmental*: nearly every animal including humans has some degree of chemical pollution inside them; movement process of cleansing earth of harmful chemicals; within past decades promotion for environmental awareness reached all-time high; long way to go but as long as movement continues Earth will become a better, cleaner, and healthier place); includes faulty and weak application (*civil rights*: after years of doing nothing movement finally began; *environmental*: misinterpretation of Document 8b)
- Incorporates limited relevant information from documents 1, 2, 3, 7, and 8
- Presents relevant outside information (*civil rights*: movement brewing since slavery outlawed in 1865; Jim Crow laws allowed for segregated facilities and discrimination even though “all men are created equal”; iconic action of Rosa Parks to not move from her seat on the bus; most prominent name Martin Luther King Jr. whose speeches inspired many and fueled movement; *environmental*: should have started during Industrial Revolution when pollution reached an all-time high for the time; factories produced smoke so dense that it could be seen for miles; factories dumped chemical waste into clean rivers and oceans)
- Includes few relevant facts, examples, and details (*civil rights*: eventually laws passed to desegregate public facilities; demonstrations in Birmingham resulted in 143 cities agreeing to integration; *environmental*: passage of Clean Air Act, Clean Water Act, Endangered Species Act)
- Demonstrates a general plan of organization; includes an introduction that states while history may have caused problems, motivated individuals are the reason why history might not be repeated and a conclusion that states in both movements citizens joined forces to make changes

Conclusion: Overall, the response fits the criteria for Level 2. Some good relevant outside information is included for both movements, especially in the discussion of historical circumstances. Additional supporting facts and details would have strengthened the general statements which are employed to address the extent to which both protest movements have been successful.

After World War II the citizens of America pushed for social and political change. These efforts are shown through the Civil Rights Movement of the 1960s and the Environmental Movements of the 1970s. Both of these movements had significant impacts on American society and ideas.

The civil rights movement of the 1960s was largely led by Martin Luther King Jr., who advocated for nonviolent protests. After the demonstrations in Birmingham, Alabama there was a dramatic increase in nonviolent protests throughout the South (Doc 2). A main goal of these protests was to get rid of segregation (Doc 2.). African Americans were segregated in schools, buses, jobs, houses, restrooms, and public places (Doc 1A). As a result of this, there were events including the Montgomery Bus Boycott after Rosa Parks was arrested and the court case of Brown v. Board of Ed. which declared segregation of schools unconstitutional. Martin Luther King Jr. led a March on Washington to deliver his "I have a Dream Speech" that informed the people of the importance of equal rights for future generations.

The environmental movement was a large result of the use of dangerous chemicals in the earth (Doc 7). Scientists were discovering residues of these chemicals in the earth's surface, animals, eggs, worms, birds, water sources, and even in humans (Doc 7). One of these chemicals was known as DDT and seen as a cancer causing chemical. As a way to prevent the use of these chemicals and advocate for environment protection, many Americans participated in the first Earth Day on April 23, 1970 (Doc 8A). A goal for the people participating in Earth Day was to increase public awareness of

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

pollution and environment hazards (Doc 8B). Many authors contributed to the environmental movement by writing books such as, "Silent Spring" which held major impacts to American awareness and push towards a cleaner environment.

The civil rights movement and the environmental movement were important to American society because they allowed for citizens to voice their concern about important issues. The civil right movement advocated for desegregated areas and equal opportunity for all Americans. The environmental movement pushed for the protection of the earth.

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

- Minimally develops all aspects of the task for the civil rights movement and for the environmental movement
- Is primarily descriptive (*civil rights*: dramatic increase in nonviolent protests throughout the South after Birmingham; main goal of protests to get rid of segregation; advocated for desegregation and equal opportunity for all; *environmental*: largely a result of dangerous chemicals; many Americans participated in first Earth Day on April 23, 1970 as a way to prevent use of chemicals and advocate for environmental protection; many authors contributed to movement by writing books; pushed for protection of Earth)
- Incorporates limited relevant information from documents 1, 2, 7, and 8
- Presents relevant outside information (*civil rights*: movement in 1960s largely led by Martin Luther King Jr. who advocated for nonviolent protests; Montgomery bus boycott after Rosa Parks arrested; *Brown v. Board of Education* declared segregation of schools unconstitutional; Martin Luther King Jr. led March on Washington where he delivered his "I Have a Dream" speech that informed people of importance of equal rights for future generations; *environmental*: DDT seen as cancer-causing chemical)
- Includes few relevant facts, examples, and details (*civil rights*: demonstrations in Birmingham, Alabama; African Americans segregated in schools, buses, jobs, houses, restrooms, and public places; *environmental*: residues of chemicals discovered in animals, eggs, worms, birds, water sources, and even in humans; book *Silent Spring* played a role in movement)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that briefly summarizes the impact of both movements

Conclusion: Overall, the response fits the criteria for Level 2. Limited relevant outside information is included; however, the response lacks overall development. A list of document facts is employed to address all aspects of the task, but a lack of explanation weakens the effort, especially in the treatment of the environmental movement.

Throughout history protests have been a very effective way to bring attention to issues people may not know about. Two examples of these kinds of movements are the antiwar movement during the Vietnam War, and Earth Day which began in 1970. Both movements began to show society the issues being faced in the world and why they matter.

The antiwar movement began when people saw how much money and how many lives were spent in an effort to stop the spread of communism, much like the Cold War. To most of the public the Vietnam War was “increasingly unpopular, undeclared and therefore in the opinion of many citizens illegal and unconstitutional as well. . .” (Document 5) The people saw the toll the war was taking (Many lost lives, billions of dollars being spent) and used their voices to bring awareness to the issues and put an end to them. This however wasn't how every single person felt. Some people noticed that “a majority of Americans found the antiwar movement, particularly its radical and ‘hippie’ elements, more obnoxious than the war itself.” (Document 6). This goes to show that despite the issues being acknowledged not everyone saw them as valid things to worry about. Overall, however, the antiwar movement did have some positive impacts in ending the war.

Earth Day similarly was a movement that began in an attempt to bring light to important issues. However unlike the antiwar movement Earth Day is still happening every year and some of the issues being discussed are still very real and relevant even today. “The purpose of the observance was to heighten public awareness of pollution and other ecological problems, which many scientists say urgently require action if the earth is to remain habitable.”

(Document 8b). Problems like these are still occurring today, and some have developed into larger issues as well. For example agricultural runoff is thought to be a factor in HABS (Harmful Algal Blooms). HABS are large clusters of algae that grew at an increased rate, and are very toxic. Earth Day is observed to get people to care about problems like this. Earth Day was very successful from the beginning and because of it many new policies/acts were created to aid the cause. "It led to the Clean Air Act of 1970, the Clean Water Act of 1972, and the Endangered Species Act of 1973, and to the creation, just eight months after the event, of the Environmental Protection Agency." (Document 9a). All of these acts were created in an effort to preserve the earth and everything living on it.

When people use their voice and fight for what they think is right often the results are great. Movements throughout history have proven that when people are aware of problems that make an effort to fix them.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task for the anti-Vietnam War movement and for the environmental movement
- Is primarily descriptive (*anti-Vietnam*: to most of the public war increasingly unpopular, undeclared, and therefore illegal and unconstitutional; peoples' voices used to bring awareness to toll war taking and end it; majority of Americans found anti-war movement more obnoxious than war itself; not everyone saw issues as valid things to worry about; *environmental*: Earth Day still happening every year and some of issues being discussed still very real and relevant; purpose of observance of Earth Day to heighten awareness of pollution and other ecological problems; many scientists say urgent action required if Earth to remain habitable; because of Earth Day many new policies and acts created to aid the cause)
- Incorporates limited relevant information from documents 5, 6, 8, and 9
- Presents little relevant outside information (*anti-Vietnam*: began when people saw how much money and how many lives spent in effort to stop spread of communism; *Environmental*: agricultural runoff thought to be a factor in Harmful Algal Blooms; large clusters of algae that grew at increased rate and are very toxic)
- Includes few relevant facts, examples, and details (*anti-Vietnam*: many lives lost in war; billions of dollars spent on war; *environmental*: Clean Air Act of 1970; Clean Water Act of 1972; Endangered Species Act of 1973; Environmental Protection Agency)
- Demonstrates a general plan of organization; includes an introduction that states both movements began to show society the issues being faced in the world and why they mattered and a conclusion that states when people are aware of problems, they can make an effort to fix them

Conclusion: Overall, the response fits the criteria for Level 2. Although quotations from documents frame the response, the inclusion of a few thoughtful statements benefits the discussion. Applicable outside information about Harmful Algal Blooms adds to the treatment of the environmental movement; however, explanation of facts and details would have strengthened the response, especially in the discussion of the extent to which both movements were successful.

Protest movements such as the anti-Vietnam War movement, civil rights movement, and the environmental movement. These movements occurred in the decades following World War II, significant foreign and domestic policy issues led to political and social tensions in the U.S.. These issues motivated individuals and groups to organize protest movements to bring about change.

The civil rights movement was about blacks gaining basic rights as American citizens. They were restricted in many ways including voting, and many unfair segregation laws. These people just wanted the opportunity to live like a normal American. As it says in doc. 3, "we seek not just freedom but opportunity." Due to many protests across the country, many cities and states and eventually the whole United States began to desegregate and give blacks more rights. As it says in doc. 2, - "the Justice Department noted that 143 cities had acceded (agreed) to some degree of integration."

Another movement was about one of the United States worst wars. The Vietnam War. The US was trying to stop the spread of communism, and Vietnam was being threatened by this. So the US came to aid the side of the South Vietnam. "...increasingly unpopular, undeclared and therefore in the opinion of many citizens illegal and unconstitutional..." The People did not like this war at all. Many of our people came home dead, wounded, or didn't come back at all." The week of September 18-24 brought with it a grim statistic: 142 US soldiers killed, 825 wounded, 3 missing..." Many People died because of this war and we still lost. But, the protest movements forced the US to draw troops out of Vietnam and ended the war for the United States.

Anchor Paper – Document-Based Essay—Level 1 – A

There have been many reform movements trying to bring about change in the world. These are just a couple of them.

Anchor Level 1-A**The response:**

- Minimally addresses some aspects of the task for the civil rights movement and for the anti-Vietnam War movement
- Is descriptive (*civil rights*: movement about blacks gaining basic rights as American citizens; blacks wanted opportunity to live like a normal American; blacks sought not just freedom but opportunity; due to many protests across the country, many cities and states and eventually whole United States began to desegregate and give blacks more rights; *anti-Vietnam*: Vietnam one of the United States worst wars; war increasingly unpopular, undeclared, and in opinion of many citizens illegal and unconstitutional; many people died because of war and we still lost; protest movement forced United States to draw troops out of Vietnam and end war)
- Includes minimal information from documents 2, 3, 4, 5, and 6
- Presents little relevant outside information (*anti-Vietnam*: United States trying to stop spread of communism and Vietnam threatened by it)
- Includes few relevant facts, examples, and details (*civil rights*: blacks restricted in many ways including voting and unfair segregation laws; *anti-Vietnam*: United States came to aid South Vietnam; 142 United States soldiers killed, 825 wounded, 3 missing the week of September 18–24)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a brief conclusion that states there have been many reform movements trying to bring about change in the world

Conclusion: Overall, the response fits the criteria for Level 1. Brief statements address some aspects of the task. Although the response is framed by quotes from the documents, a few thoughtful statements are included for each movement.

After World War II there were a number of problems that arose. With an attempt to fix them movements took place, for various reasons. Two big protest movements that caused political and social tension in the United States were the civil rights movement and the environmental movement.

The civil rights movement is a crucial part to American History. This movement was meant to end discrimination against African Americans. African Americans were unable to have the same jobs, go to the same school or even use the same transportation that white people used. Document 1a proves this to be true in the cartoon the white man is pushing the black man off of the whites side of town. The Civil Rights movement was designed to end the discrimination through protesting. This was somewhat successful due to the fact that African Americans did eventually get voting rights. As stated in document 3 one achievement of the civil rights movement was the Negroes right to vote.

The environmental movement was another big protest after World War II. People were not properly taking care of our environment, which as a result Earth Day now occurs every year. It was important for people to conserve electricity, but it is still important today. Document 9a lists the consequences that Earth day had, for example clean air act, clean water act and endangered species act.

Document 8a shows the importance of Earth Day to citizens. This is shown by the amount of people that celebrated Earth day.

While there were many movements after WWII, some had more significance than others. Protests were important in order to get

Anchor Paper – Document-Based Essay—Level 1 – B

peoples messages across. If citizens wanted change then protesting was necessary in order for people to know that change did need to happen.

Anchor Level 1-B**The response:**

- Minimally addresses some aspects of the task for the civil rights movement and for the environmental movement
- Is descriptive (*civil rights*: meant to end discrimination against African Americans; protesting somewhat successful as African Americans did eventually get voting rights; *environmental*: people not properly taking care of our environment)
- Includes minimal information from documents 1, 3, 8, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*civil rights*: African Americans unable to have the same jobs, go to the same school, or even use the same transportation white people used; *environmental*: Earth Day now occurs every year; Clean Air Act, Clean Water Act, and Endangered Species Act)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states protest movements were important to get people's messages across that change needed to happen

Conclusion: Overall, the response fits the criteria for Level 1. Simplistic interpretation of document information demonstrates a basic understanding of the task. General, isolated, and repetitive statements weaken the response.

In the years after World War II, United States policy issues at home and abroad created political and social tension. As a result of these issues, people organized protest movements in hopes of bringing about change. Two such movements, the anti-Vietnam War movement, and the environmental movement arose because of social and political tension, and were met with varying levels of success.

The Vietnam War was an extension of the United States's Cold War policy to contain Communism. Originally created to protect Western Europe with the Truman Doctrine and the Marshall Plan, it was also applied to Asia. After China fell to communism and North Korea attacked South Korea the United States worried about more countries becoming communist. In the 1950s the domino effect was the idea that if one nation fell to communism, neighboring nations would follow. The Southeast Asia Treaty Organization (SEATO) was established as a collective security measure to prevent communist expansion in that area. However, it did not work. The United States at first only sent supplies and advisors to help the anti-communists in South Vietnam but gradually it became our war to fight. The United States decided to fight the Vietnam War to prevent South Vietnam from falling to communism but it fell anyway. Even though protest movements existed in earlier wars the Vietnam War was the first war in which the American public saw TV broad casts of footage straight from the front lines. Toby Goldstien believes this gruesome footage, along with ever-increasing drafts for the military led to an Anti-Vietnam War movement that was the largest in our history (Document 4). Furthermore, many American Citizens began to see the undeclared war as being illegal and unconstitutional (Document 5).

President Johnson lost popularity as the war dragged on without victory. Later under Nixon, when members of the National Guard shot anti-war protesters at Kent State and violence erupted on college campuses across the country, the outcries against the war increased immensely.

Overall, the Anti-Vietnam war movement was successful. Even though critics such as George C. Herring saw the movement as being divided among its ranks with many Americans resenting the radical and “hippie” elements of the movement (Document 6), it was still successful. The Anti-war movement prevented President Johnson from using too much military force and drastically escalating the conflict (Doc. 6). Learning about events such as My Lai and reading the Pentagon Papers discouraged Americans about the conduct of the war and led to more anti-war sentiments. Eventually, the United States negotiated a cease-fire, South Vietnam collapsed, and the United States withdrew from the war without having contained communism.

Another post-World War II protest movement was the environmental movement. This arose over concerns of pollution and toxic pesticides which saturated the environment. Pesticides were effective in protecting crops and people from disease but they had potential deadly side effects. Rachel Carson, in “Silent Spring” wrote that poisonous pesticides had become so prevalent that “they occur virtually everywhere”, even in animals and people (Document 7). The companies who made pesticides such as DDT criticized Carson and said her research was not accurate, but she proved it was. DDT had been widely sprayed over populated areas to control mosquitos and used on

farm produce, but both were stopped. More people began to listen about possible dangers to their health and the ecological system. Millions of Americans joined the movement hoping for a “regeneration of our polluted environment” (Document 8A). Additionally, one of the goals of the environmental movement was to mitigate the effects of human-caused climate change, which was beginning to be understood at the time.

Overall, the environmental movement, which still continues today, has so far been successful but faces challenges. The movement’s observance of Earth Day led to the passage of environmental legislation such as the Clean Air and Water Acts, the Endangered Species Act, and the creation of the EPA (Doc. 9A). These laws established high standards to keep the air and our waters clean and healthy. Also many endangered species recovered their numbers to a point where they are no longer considered endangered. Interests in environmental issues continues. In 2014, the US signed an agreement with hundreds of other nations in Paris to reduce its greenhouse gas emissions and mitigate climate change. However, today the movement faces challenges as many lawmakers disagree over the extent of climate change or even if there is such a thing as climate change, which threatens the enforcement of legislation designed to help the environment. For those who believe that global warming might eventually lead to the flooding of coastal cities, dangerous extreme weather conditions, and more wild fires, much additional environmental legislation will need to be passed by Congress and the states. Groups such as the NRDC are lobbying to get that work done.

Document-Based Essay—Practice Paper – A

While they have both faced challenges, the Anti-Vietnam War movement and the environmental movement have both been successful. People organized these movements hoping to bring about change in response to foreign and domestic issues after World War II. The success of these movements and the change they resulted in is a prime demonstration of the power of American Democracy.

Following World War II, many people of the United States sought change. Political and social tensions existed that led to protests which brought some groups success. Individuals and groups worked together in order to provide motivation to reach their goals. The Vietnam anti-war movement and the civil rights movement were protests that occurred after World War II and had a lasting impact on society.

The civil rights movement brought about a large degree of change. African-Americans had long been considered to be inferior to white Americans dating back to their enslavement during the colonial period. Despite being guaranteed their freedom and citizenship rights after the Civil War they lacked equality in schools, jobs, housing, and public accommodations 100 years later (Doc. 1a). It was implied that African-Americans were able to enjoy equal protection of the law under the Constitution but they were restricted under Jim Crow Laws that had been upheld in *Plessy v. Ferguson* that allowed for separate but equal facilities. The separate facilities were far from equal. In the 1950s African Americans felt the time had come to challenge the discrimination. For example, Rosa Parks worked with the Black community and Martin Luther King Jr. to stage a rebellion that would be nonviolent and simple but hopefully inspire change. Rosa Parks refused to give up her seat to a white person on the bus when told to do so and was arrested for her actions. When word spread the Montgomery Bus boycott began which challenged discrimination in transportation and eventually led to change as the city was forced to change the laws because the African-Americans who provided significant revenue were not willing to use the bus until change occurred. The boycott was successful. The success is evident in the line,

"come on over to the front of the bus/I'll be riding up there" (Doc 1b). The 1960's included a large number of protests in Birmingham. Sit-ins at many lunch counters throughout the South led to desegregated lunch counters in stores such as Woolworths. These sit-ins were one of the first steps to larger scale protests in some of the most segregated cities in the United States. The South's political regimes were finally vulnerable so the African-Americans took action and organized numerous nonviolent demonstrations which led to peaceful negotiations to end segregation policies in cities such as Birmingham. If protesting in Birmingham was a success despite being met at first with violence it could be done anywhere and it was because 143 cities agreed to some degree of integration (Doc 2). Also, African Americans were given more opportunity for voting as Lyndon Johnson supported the Voting Rights Bill in 1965 and gave African-Americans more of a chance to participate in democracy. Before this they sometimes experienced violence at the polls just as they had throughout their fight for civil rights. Previous to this Act, violence during Freedom Summer led to the deaths of two civil rights workers and caught America's attention about how bad voting injustice was in Mississippi. This led to increased support for the voting rights bill which was a big step toward greater overall equality (Doc 3). Equality became more important as women, Native Americans, and others were inspired to fight for their own equality.

The Vietnam anti-war movement brought attention to issues such as the use of presidential power during the war but was not successful in bringing about a quick end to the war. In fact it might have encouraged North Vietnam to keep fighting. The people who were

organizing the protests often disagreed with one another and some protesters were disrespected as “hippies.” However, at the same time growing numbers of people were not happy with the draft, saw the war as costly, and watched in horror on television the atrocities of war. President Johnson sounded optimistic when he spoke about Vietnam but many American people were becoming more doubtful in part because of the arguments made by the anti-war movement (Doc 4). A success of the movement was that it reminded people that they can “challenge their government’s authority” and the movement slowly had an impact on public opinion (Doc 5). Its existence was its biggest achievement in that it helped President Johnson decide not to drastically escalate the war which would have further divided the country. Many people did see the war as unconstitutional and when light was shed on the events leading up to the Gulf of Tonkin support for the war decreased. Another success would be it “forced Vietnam onto the public consciousness and challenged the rationale of the war and indeed a generation of Cold War foreign policies (Doc 6). Many Americans learned facts about the war which led them to express distrust of the American government. Some were angry with the U.S. government attempting to stop the spread of communism halfway around the world that was costing a lot of money and lives. All of this gave the anti-war movement more credibility.

The Civil Rights movement and Vietnam anti-war movement differ in that the civil rights movement had a lasting impact that created change that continues to the present but the anti-war movement, although a more in the moment demand for change, has its own lasting impact.

Protest movements were popular in post-WWII United States. Significant domestic & foreign policy issues created the tensions in society that would cause these protests. Two movements were the civil rights movement and the anti-Vietnam war movement, both of which successful in bringing change.

Despite having gained the right to vote and the right of citizenship after the Civil War, African Americans in the United States were still struggling to be treated equally post WWII. They faced discrimination especially in Southern society. Many public facilities were segregated – maintaining the idea of “separate but equal” as ruled in Plessy vs. Ferguson. Segregation continued despite the ruling that sep. but = schools were uncons. in Brown vs. Board of Ed. Because of long-held and widespread beliefs that led to racial discrimination, blacks were in many ways denied justice. For many African Americans education, housing, job, and public accommodation opportunities were restricted (Doc 1). Blacks did not have anywhere near the opportunities that whites had and even though they were discouraged from fighting for them they decided to organize. This was the basis for the civil rights movement – African Americans wanted freedom, to be “equal in dignity and promise to all others” (Doc 3). To achieve their goal, African Americans used boycotts and sit-ins. They also used demonstrations of nonviolent protest – an important event being the 1963 demonstration in Birmingham, Alabama which was reported by newspapers and television reporters and made the nation more aware of the issues they faced (Doc 2). Alabama was a state with very anti-black beliefs, and to have a victory in Birmingham would be a huge step forward in the civil

rights movement. With the victory, not only did blacks and their supporters in Birmingham begin to gain more rights and end segregation, but communities all over the South followed suit (Doc 2). Another nonviolent protest was held at the Lincoln Memorial where Martin Luther King's "I Have a Dream" speech expressed his hopes for a better future for African Americans. The Selma March reminded Americans that blacks didn't have the voting rights that had already been guaranteed to them. Events such as these helped bring success to the Civil Rights Movement. Because of the movement, blacks started gaining more rights – it influenced the passage of the Civil Rights Acts, expanding blacks' rights and voting bills to make sure blacks were not barred or discouraged from voting (Doc 3). Through demonstrations and protests organized by individuals and groups such as the NAACP, blacks were successful in gaining rights for themselves.

The anti-Vietnam war movement was another significant protest that hoped to bring about change. The United States entered the Vietnam War as part of their containment policy and domino theory. The US wanted to prevent the spread of communism at all costs. Therefore, after the Gulf of Tonkin incident in which communist North Vietnam "attacked" a US ship, the president gained congress's approval to be able to fight back in Vietnam. This led to a full-blown war in Vietnam and many at home were not happy it happened this way. For one, since it was an undeclared war, many found it to be "illegal and unconstitutional" (Doc 5). It became increasingly more unpopular as the US citizens were not happy with the increased involvement with the war. There were "billion dollar military grants"

Document-Based Essay—Practice Paper – C

and an insane amount of US casualties (Doc 4). Each victory seemed to be used as an opportunity to gain military aid either with money or troops (Doc 4). People were sick of the war and sick of seeing their people die! There were impacts to this movement. These anti-war sentiments "limited Johnson's military options" and "headed off any tendency toward drastic escalation" which was very important because the war's escalation had gone on long enough (Doc 6). The movement also caused "fatigue" in policy makers and encouraged the government to think about the end of the war, thus making the movement a limited success. The movement helped to end the "most frustrating war in American history".

Protest movements are very often a means to bringing about change. Two examples of successful movements were the civil rights movement and the anti-Vietnam war movement. Through their efforts, protestors brought about a changed they wished to see in their country.

Protest movements have demonstrated that America is a free-thinking, democratic society. Many times in our history people have exercised the right to protest to fight for what they believe. This form of freedom in America has accomplished many things. The Civil Rights movement and the environmental movement have accomplished much in United States history. The Civil Rights movement was a bold, and was once thought of as a radical movement in the fight for equality of African Americans. In the end the protesting and sacrifice gained them more equality. The environmental movement is a reform effort to benefit all living things on this planet. These two movements have both worked because they gained attention, and accomplished beneficial legislation.

The Civil Rights Movement was a push for equality for African Americans that gained America's attention after the bus boycott in Montgomery and the civil disobedience sit-ins in stores and restaurants. Both Black and white marched, boycotted, and voiced their opinions in an effort for laws to be passed to desegregate public areas. Racial discrimination towards blacks, especially in the Southern states was common but it could be found almost everywhere. Jim Crow Laws upheld segregation in places such as schools and on busses and de facto segregation was common in the North. As seen in document 1, the image depicts a white man pushing a black man away from protesting segregated buildings with restricted job opportunities. The changes that the civil rights movement brought in the 1950s would be even greater in the 1960s. A supreme court decision earlier ruled in *Brown v. Board of Education* that *Plessy v. Ferguson* violates constitutional rights and public schools could no longer be

segregated. President Eisenhower's response to the Little Rock 9 standoff was an example of the government taking action to desegregate schools. These accomplishments and others would not have been possible without protesters who voiced and made public their opinions for equality while marching in nonviolent protests in almost every town and city in the South after the Birmingham demonstrations. As seen in Document 3, Another important victory due to the civil rights movement was finally gaining voting rights that had been denied despite the 15th Amendment. The Civil Rights movement will forever be one of the most successful movements in American History because it was "the end of the beginning" and will continue until African Americans have all the same chances as every other American.

The environmental movement is another successful form of protest that was used in American history. Before the movement, very few government regulations were implemented in an effort to protect the earth. Pollution was a big problem, and it was very unregulated. Water contamination caused by dumping sewage and industrial wastes into rivers and streams was common. Big city factories and cars polluted the air. Acid Rain in the Adirondacks was another issue. The acid rain killed many fish and it was caused by unregulated pollutants from factories being carried by wind. Gradually more knowledge of environmental problems increased. Rachel Carson, a renowned environmentalist, came out with a book called Silent Spring that made people understand that something had to be done. In Document 7, a passage of the book is given and illustrates why Americans were alarmed. It states, "every human is now being

subjected to contact with dangerous chemicals." This book sparked a lot of conversation and demonstrated that more people were committing themselves to trying to solve our environmental problems. It also led to a national environmental movement. Earth day came out of this movement. Earth day continues to be a national day that draws awareness to the planet's conditions and encourages and unites people of all ages to battle pollution and shape the world into a place where we care for the delicate, natural systems of the earth. Earth Day teaches people that as a whole we need to care for our planet for us and future generations. In document 9a, according to Nicholas Lemann, Earth day had many consequences such as the Clean Air Act of 1970, The Clean Water Act of 1972 and the Endangered species Act of 1973. These acts led to cleaner air and water and protections for wildlife. The EPA began to clean up toxic wastes and gas and oil drilling was limited to cut risks to the environment. This proves that federal government actions encouraged by the Environmental Movement were a success, and often accomplished their purpose. However, environmental threats have not ended and will need to be addressed in the future.

In summary, both the Civil Rights movement and the Environmental movements during the 20th century sparked a positive change in America's society. The protests got people involved and united people to fight for what they believed was right. Both of these movements were monumental, and accomplished a great deal and continue to do so today.

After World War II, a continuing rise in issues led to further political and social problems in the United States. Groups and organizations attempted to bring change in issues involving civil rights of African Americans and environmental changes to those concerned of the earth's safety. These movements were strongly supported and led to greater outcomes.

After the war, many changes took place throughout the United States, one of the biggest was the civil rights movement. African Americans continued to face discrimination and were beginning to demand a change for equal rights. Document 1 shows that although they had more freedom they were still denied opportunity and rights to education, property, jobs, and other public accommodations. Without equal opportunity, African Americans could not live up to their full potential. Their goal was not only to achieve freedom, but to gain opportunity. Document 3 describes the demands made during the civil rights movement to allow these changes to occur. "The task is to give 20 million Negroes the same chance as every other American to learn, to grow, to work and share in society, to develop their abilities" (3). Their goal was quickly taken into action as the movement spread. In 1963, nonviolent protests spread throughout Birmingham, Alabama. Document 2 shows how this led to change. "By year's end, the number exceeded to three hundred. Many cities set up biracial committees that enabled blacks to press further desegregation" (3). The outcome of the civil rights movement was mostly a success and increased changes for the opportunity and freedom of all African Americans.

As times began to change, people became more aware of long term

issues and saw one major problem was the treatment of the environment. Today, these issues continue to be addressed as pollution and lack of care for the environment rise. The world was becoming aware that there were harmful chemicals and contamination that were destructive to our environment. "In less than two decades of their use, the synthetic pesticides have been so thoroughly distributed throughout the climate and inanimate world that they occur virtually everywhere" (7). It became clear that ignorance to this subject could potentially destroy the earth if no action is taken to prevent it. Document 8a and 8b both show some of the biggest responses to this discovery that had a lasting impact. The creation of Earth Day is still ongoing and encourages people to help preserve and protect our environment. "The purpose of the observance was to heighten public awareness of pollution and other ecological problems" (8b). This was extremely successful in educating people to decrease the pollution on earth. Today, Earth Day is still celebrated and organizations were made to benefit the environment to encourage the care and education on the subject.

The Civil rights movement and environmental movement were both addressed as some of the largest issues after World War II. The realization of these issues were able to become a priority of change. Protests and organizations made by the public proved to be successful as the response to their demands were met and progress increased.

Practice Paper A—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the anti-Vietnam War movement and for the environmental movement
- Is more analytical than descriptive (*anti-Vietnam*: United States decided to fight war to prevent South Vietnam from falling to communism but it fell anyway; first war public saw on television; television footage and ever-increasing drafts led to movement; Johnson lost popularity as war dragged on without victory; movement divided as many Americans resented radical and hippie elements; prevented Johnson from escalating conflict; *environmental*: concerns that pollution and toxic pesticides saturated environment; Carson wrote poisonous pesticides occurred in animals and people; people began to listen about possible dangers to health and ecological system; laws established standards to keep air and waters clean and healthy; groups such as Natural Resources Defense Council lobbying to get work done)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (*anti-Vietnam*: war was extension of Cold War policy to contain communism; created to protect Western Europe; domino effect was idea if one nation fell to communism neighboring nations would follow; United States at first only sent supplies and advisors to help anti-communists in South Vietnam; later under Nixon, members of National Guard shot anti-war protesters at Kent State and violence erupted on college campuses across country; learning about events such as My Lai and reading *Pentagon Papers* discouraged Americans about conduct of war; eventually United States negotiated a cease fire, South Vietnam collapsed, and United States withdrew without having contained communism; *environmental*: companies who made pesticides criticized Carson and said research not accurate but she proved it was; DDT had been widely sprayed over populated areas; one goal of movement to mitigate effects of human-caused climate change; many endangered species no longer endangered; in 2014 United States signed agreement with other nations in Paris to reduce greenhouse gas emissions; today movement faces challenges as many lawmakers disagree over extent or existence of climate change; for those who believe global warming might eventually lead to flooding of coastal cities, dangerous extreme weather conditions, and more wild fires much additional environmental legislation needed)
- Richly supports the theme with many relevant facts, examples, and details (*anti-Vietnam*: Truman Doctrine and Marshall Plan; protest movements existed in prior wars; many Americans saw undeclared war as illegal and unconstitutional; *environmental*: Carson's *Silent Spring*; millions of Americans joined movement; observance of Earth Day; passage of environmental legislation; creation of Environmental Protection Agency)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states the success of the anti-Vietnam War movement and the environmental movements demonstrate the power of American democracy

Conclusion: Overall, the response fits the criteria for Level 5. The discussion of the extent of each movement's success includes analytic conclusions that demonstrate significant challenges remain and need to be addressed, especially in the case of the environmental movement. A critical appraisal of document information is supported by relevant historical details.

Practice Paper B—Score Level 4

The response:

- Develops all aspects of the task but discusses the civil rights movement more thoroughly than the anti-Vietnam War movement
- Is both descriptive and analytical (*civil rights*: separate facilities far from equal; sit-ins one of first steps to larger-scale protests; African Americans organized nonviolent demonstrations which led to negotiations to end segregation; Voting Rights Bill gave African Americans more of a chance to participate in democracy; African Americans experienced violence at polls; equality became more important as women, Native Americans, and others inspired to fight for their rights; *anti-Vietnam*: brought attention to issues such as presidential power during wartime; movement might have encouraged North Vietnam to keep fighting; people organizing protests often disagreed and some protesters were disrespected as hippies; growing numbers of people not happy with draft, saw war as costly; Johnson sounded optimistic when he spoke about Vietnam but many becoming doubtful because of arguments made by anti-war movement; reminded people they could challenge government's authority; movement challenged rationale of war and generation of Cold War foreign policies)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*civil rights*: African Americans long considered to be inferior dating back to colonial period; despite being guaranteed freedom and citizenship after Civil War they lacked equality in schools, jobs, housing, and public accommodations; African Americans restricted under Jim Crow laws upheld in *Plessy v. Ferguson*; Rosa Parks worked with black community and Martin Luther King Jr. to stage rebellion that would inspire change; Rosa Parks arrested for her actions; Montgomery bus boycott led to city changing laws; sit-ins led to desegregated lunch counters in stores such as Woolworths; violence during Freedom Summer caught America's attention about voting injustice in Mississippi; *anti-Vietnam*: movement helped Johnson decide not to drastically escalate war which would have further divided country; when light shed on events leading up to Gulf of Tonkin support for war decreased; some angry about United States government attempting to stop spread of communism halfway around the world)
- Supports the theme with relevant facts, examples, and details (*civil rights*: large number of protests in Birmingham in 1960s; after protests in Birmingham a success 143 cities agreed to some degree of integration; *anti-Vietnam*: atrocities of war watched in horror on television; war unconstitutional; forced Vietnam onto public consciousness)
- 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 both movements had a lasting impact

Conclusion: Overall, the response fits the criteria for Level 4. Relevant outside information supports a thorough discussion of the civil rights movement. Although the treatment of the anti-Vietnam War movement focuses on document interpretation, good analytic statements benefit the discussion.

Practice Paper C—Score Level 3

The response:

- Develops all aspects of the task with some depth for the civil rights movement and for the anti-Vietnam War movement
- Is more descriptive than analytical (*civil rights*: despite having gained right to vote and citizenship after Civil War, African Americans still struggling to be treated equally after World War II; faced discrimination especially in South; denied justice because of long-held and widespread beliefs that led to racial discrimination; did not have opportunities whites had; protests in Birmingham reported by newspapers and television reporters and made nation more aware of issues faced; victory in Birmingham huge step forward to end segregation; voting bills made sure blacks were not being barred or discouraged from voting; *anti-Vietnam*: United States citizens not happy with increased involvement in war; each victory seemed to be used as opportunity to gain military aid; Americans sick of seeing Americans die; anti-war sentiments headed off tendency toward drastic escalation; movement caused fatigue in policymakers and encouraged government to think about end of war)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*civil rights*: “separate but equal” ruling in *Plessy v. Ferguson*; segregation continued despite ruling that “separate but equal” schools unconstitutional in *Brown v. Board of Education*; nonviolent protest held at Lincoln Memorial where King’s “I Have a Dream” speech expressed his hopes for a better future for African Americans; Selma March reminded Americans that blacks did not have voting rights already guaranteed to them; groups such as NAACP organized protests; *anti-Vietnam*: United States entered war as part of containment policy and wanted to prevent spread of communism; after Gulf of Tonkin incident in which communist North Vietnam attacked a United States ship president gained congressional approval to fight back leading to full-blown war; movement helped to end most frustrating war in American history)
- Includes some relevant facts, examples, and details (*civil rights*: many public facilities segregated; education, housing, job, and public accommodation opportunities restricted for many African Americans; African Americans used boycotts, sit-ins, and nonviolent protests; 1963 demonstration in Birmingham; Civil Rights Acts passed; *anti-Vietnam*: undeclared war; illegal and unconstitutional; insane amount of American casualties)
- Demonstrates a satisfactory plan of organization; includes an introduction and conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Outside information and a few analytic statements are included in the treatment of both movements; however, additional explanation would have benefited the discussion. Document interpretation leads to some good conclusions.

Practice Paper D—Score Level 3

The response:

- Develops all aspects of the task with some depth for the civil rights movement and for the environmental movement
- Is more descriptive than analytical (*civil rights*: blacks and whites marched, boycotted, and voiced their opinions in effort to get laws passed to desegregate public areas; racial discrimination especially in Southern states common but could be found almost everywhere; changes brought in 1950s would be even greater in 1960s; protesters voiced and made their opinions for equality public while marching in nonviolent protests in almost every town and city in South after Birmingham; movement will continue until African Americans have same chances as other Americans; *environmental*: reform effort to benefit all living things; before movement very few government regulations implemented to protect Earth; water contamination caused by dumping sewage and industrial wastes into rivers and streams; knowledge of environmental problems increased gradually; *Silent Spring* sparked conversation and demonstrated that more people committing themselves to trying to solve environmental problems; Earth Day continues to be a national day that draws awareness to planet's conditions; Earth Day teaches people to care for our planet for current and future generations; environmental acts led to cleaner air and water and protections for wildlife; although movement successful environmental threats have not ended and will need to be addressed)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates some relevant outside information (*civil rights*: gained attention after bus boycott in Montgomery and sit-ins in stores and restaurants; Jim Crow laws upheld segregation in schools and on buses; de facto segregation common in North; President Eisenhower's response to Little Rock Nine standoff an example of government taking action to desegregate schools; voting rights that had been denied despite 15th amendment were finally gained; *environmental*: big city factories and cars polluted air; acid rain in Adirondacks; acid rain caused by unregulated pollutants from factories being carried by wind; Earth Day encourages and unites people of all ages to battle pollution and care for delicate natural systems of Earth; Environmental Protection Agency began to clean up toxic wastes; gas and oil drilling limited to cut risks to environment)
- Includes some relevant facts, examples, and details (*civil rights*: protesting and sacrifice gained equality for African Americans; *environmental*: environmentalist Rachel Carson's book; Clean Air Act of 1970; Clean Water Act of 1972; Endangered Species Act of 1973)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that discuss that protest movements get people involved and unite people to fight for what they believe

Conclusion: Overall, the response fits the criteria for Level 3. Although document interpretation is supported by limited information, a good understanding of each movement's impact is demonstrated. Analytic statements are scattered throughout the discussion and lead to some good conclusions.

Practice Paper E—Score Level 2

The response:

- Minimally develops all aspects of the task for the civil rights movement and for the environmental movement
- Is primarily descriptive (*civil rights*: after World War II African Americans continued to face discrimination and were beginning to demand change; without equal opportunity African Americans could not live up to full potential; biracial committees enabled blacks to press for further desegregation; movement mostly a success and increased changes for opportunity and freedom for all African Americans; *environmental*: pollution and lack of care for environment continue to rise; world becoming aware that harmful chemicals and contamination destructive to environment; synthetic pesticides so thoroughly distributed throughout animate and inanimate world that they occur virtually everywhere; became clear that ignorance could potentially destroy Earth if no action taken to prevent it; Earth Day encourages people to help preserve and protect environment; purpose of Earth Day to heighten public awareness of pollution and other ecological problems; successful in educating people to decrease pollution on earth)
- Incorporates limited relevant information from documents 1, 2, 3, 7, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*civil rights*: although African Americans had more freedom still denied opportunity and rights to education, property, jobs, public accommodations; in 1963 nonviolent protests spread throughout Birmingham, Alabama; by end of 1963 more than three hundred cities set up biracial committees; *environmental*: Earth Day still ongoing)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states when issues became a priority progress increased

Conclusion: Overall, the response fits the criteria for Level 2. The treatment of both protest movements is dominated by a methodical presentation of document information which generally addresses all aspects of the task. A few good explanations, especially in the discussion of the environmental movement, strengthen the effort but lack additional supporting facts and details.

United States History and Government Specifications June 2019

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Change; Citizenship; Diversity; Foreign Policy; Government; Immigration and Migration; Technology; Presidential Decisions and Actions	Standards 1, 2, 3, 4, and 5: United States and New York History; World History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Citizenship; Civic Values; Diversity; Environment; Government; Individuals, Groups, Institutions; Presidential Decisions and Actions; Technology	Standards 1, 2, 3, and 5: United States and New York History; World History; Geography; Civics, Citizenship, and Government

Notes:

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

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

The *Chart for Determining the Final Examination Score for the June 2019 Regents Examination in United States History and Government* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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