

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME
2 OF 2
DBQ

UNITED STATES HISTORY AND GOVERNMENT

Thursday, August 18, 2011 — 8:30 to 11:30 a.m., only

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

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site at: <http://www.p12.nysed.gov/apda/> 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 Global History and Geography and United States History and Government*.

Copyright 2011

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 no longer 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 this rating guide, 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.

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/apda/> and must be used for determining the final examination score.

Document 1a

Chronology of Property Requirements for Suffrage: 1790–1855

Year	Number of States in Union	Number of States with Property Requirements
1790	13	10
1800	16	10
1810	17	9
1820	23	9
1830	24	8
1840	26	7
1850	31	4
1855	31	3*

*In 1855, the three states with property requirements were Rhode Island, New York, and South Carolina; however, Rhode Island exempted native-born citizens, New York's requirement only applied to African Americans, and South Carolina offered a residency alternative.

Source: Alexander Keyssar, *The Right to Vote: The Contested History of Democracy in the United States*, Basic Books, 2000 (adapted)

Document 1b

... The possibility of labor's emergence as a political force, a possibility that appeared to be a probability in the early Jacksonian period, was due in large part to the nation's steady advance toward universal manhood suffrage. Whether universal suffrage came as a result of the political idealism bred by the Revolution, or the conviction of Jefferson and the Jeffersonian Republicans that government should be based on wide popular support, or the relative decline of freeholders [property owners], or the influence of the frontier, or the more practical consideration that a politician's advocacy of wider suffrage was bound to ensure him the support of those enfranchised as the result of his efforts, the fact was that suffrage qualifications had been steadily lowering since the founding of the Republic....

The lowering of suffrage qualifications did not mean that pure democracy had triumphed. The ballot was still an open one, and any watcher at the polls could tell how votes were being cast. Negroes [African Americans] and women were still considered unfit for the franchise. But by Jackson's time most adult white males in the United States had the right to vote on election day. So shrewd an observer as Alexis de Tocqueville, writing in the eighteen-thirties, declared that "the principle of the sovereignty of the people has acquired in the United States all the practical development that the imagination can conceive."...

Source: Glyndon G. Van Deusen, *The Jacksonian Era: 1828–1848*, Harper & Row, Publishers, 1959 (adapted)

1a Based on these documents, what are *two* factors that contributed to the expansion of democracy prior to the Civil War?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* factor that contributed to the expansion of democracy prior to the Civil War based on these documents

Examples: the number of states with property requirements for voting decreased/fewer states required property ownership for suffrage/lowering of suffrage requirements; political idealism bred by the Revolution; Jefferson/Jeffersonian Republicans believed that government should be based on wide popular support; the influence of the frontier; politicians supported wider suffrage to gain support from those enfranchised; relative decline of freeholders

Note: To receive maximum credit, two *different* factors that contributed to the expansion of democracy prior to the Civil War must be stated. For example, *the number of states with property requirements for voting decreased* and *fewer states required property ownership for suffrage* are the same factor expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: African Americans/women were still considered unfit for the franchise; some states had property requirements for suffrage; by Jefferson's time, most adult males had the right to vote
- Vague response
Examples: wide popular support; political force; number of states increased; people voted
- No response

1b Based on these documents, what is *one* way in which democracy was still restricted?

Score of 1:

- States a way democracy was still restricted based on these documents
Examples: the ballot was open and any watcher could tell how votes were being cast; African Americans/women were considered unfit to vote; some white adult males did not have the right to vote; a few states still had property requirements to vote; Rhode Island/New York/South Carolina still had property requirements for voting

Score of 0:

- Incorrect response
Examples: suffrage qualifications were lowered; more states had property requirements; politicians advocated suffrage only for those who supported them
- Vague response
Examples: unfit to vote; qualifications; the principle of sovereignty
- No response

Document 2

...Until the Jacksonian movement the common people seemed to have been content to have the upper classes rule. But by 1828 the psychology of the plain people toward their government had changed, and they wished for direct participation in the government and for the elevation of a man of their choice into the presidency. In that year the common men came to the polls, demagogic [emotional] oratory flourished, party slogans, party workers and organizers who had an eye on the plums of office got out the vote. The campaign was personalized. This new type of democracy, composed of the farmers of the West, the yeomen [landowning farmers] and small planters of the South, and the labor vote of the North, was violently partisan and had little interest in the protection of intellectual liberty or the rights of minorities, which had ennobled [elevated] the brand of democracy that Jefferson had advocated. It was a rough and tumble movement that resulted in the elevation of pushing, mediocre men to office. Their leader Andrew Jackson, had a personality that was autocratic instead of being truly democratic, and he lacked an interest in fundamental *social* reforms....

Source: Clement Eaton, *A History of the Old South*, The Macmillan Company, 1966

2a According to Clement Eaton, who became involved in the democratic process during the Jacksonian Era?

Score of 1:

- Identifies the people who became involved in the democratic process during the Jacksonian Era according to Clement Eaton
Examples: common/plain people; farmers of the West; yeomen/land-owning farmers; small planters of the South; laborers in the North

Score of 0:

- Incorrect response
Examples: everyone; minorities
- Vague response
Examples: Northerners; people
- No response

2b According to Clement Eaton, what is *one* way campaigns changed starting in 1828?

Score of 1:

- States a way campaigns changed starting in 1828 according to Clement Eaton
Examples: demagogic oratory flourished; campaigns became personalized; they used party slogans; party workers/organizers who wanted jobs worked to get out the vote; campaigns were violently partisan; campaigns became rough and tumble

Score of 0:

- Incorrect response
Examples: there was more interest in the protection of intellectual liberty; they included minorities; party workers encouraged the upper classes to get more involved; they supported highly qualified candidates
- Vague response
Examples: party workers; oratory; common men; they were better; they came to the polls
- No response

Document 3

... Blacks [African Americans] bent on remaining in America would naturally seek the right to vote and, equally as a matter of course, would base their claim in part on the Declaration. In a rally in support of the Liberty Party in 1840, Albany [New York] blacks contended that denying them equal franchise with whites contravened [contradicted] the principles of the Declaration of Independence. Later that year, also in Albany, a state convention of black spokesmen issued a formal statement which in three instances referred to the Declaration, including its assertion that governments derive their just powers from the consent of the governed. Twenty years later, in a tract issued for state-wide distribution, "The New York City and County Suffrage Committee of Colored Citizens," invoked the Declaration in its plea to the electorate to eliminate the property requirement for voting imposed only on blacks. ...

Source: Benjamin Quarles, "Antebellum Free Blacks and the 'Spirit of '76'," *The Journal of Negro History*, July 1976 (adapted)

3 According to Benjamin Quarles, what argument did free African Americans in New York use in justifying their right to vote?

Score of 1:

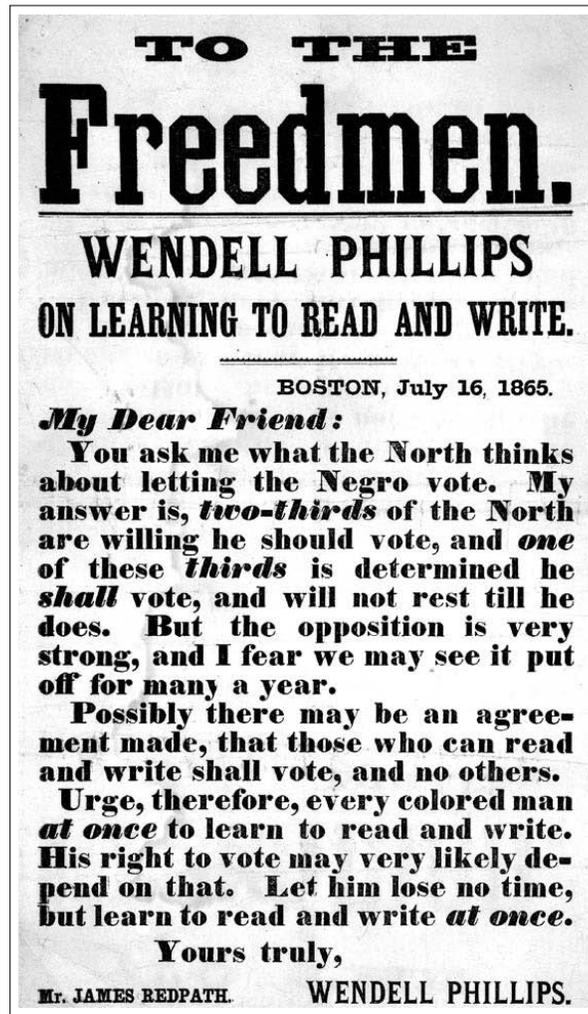
- States an argument free African Americans in New York used in justifying their right to vote according to Benjamin Quarles
Examples: denying African Americans the right to vote contradicted the Declaration of Independence; the Declaration included the assertion that governments derived their just powers from the consent of the governed; the principles of the Declaration of Independence

Score of 0:

- Incorrect response
Examples: blacks bent on remaining in America would naturally seek the right to vote; they should be denied equal franchise; the Constitution had guaranteed their right to vote
- Vague response
Examples: just powers; principles; equal rights; Declaration of Independence
- No response

Document 4

This letter by abolitionist Wendell Phillips to James Redpath was published in Boston in 1865.



Source: Library of Congress

4 Why did Wendell Phillips think every African American should learn to read and write?

Score of 1:

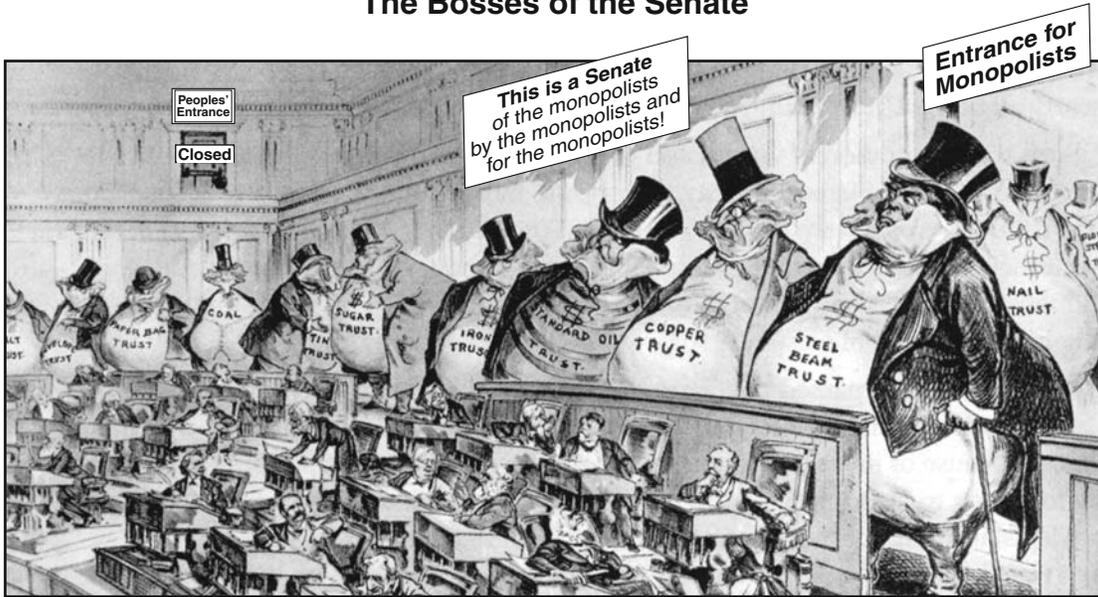
- States a reason Wendell Phillips thought every African American should learn to read and write
Examples: their right to vote might depend on it; the ability to read and write might convince some/more Northerners that African Americans deserved suffrage; literacy could become a requirement for African American suffrage

Score of 0:

- Incorrect response
Examples: two-thirds of Northerners believed that only freedmen who could read and write should be allowed to vote; there was overwhelming support for immediate African American suffrage
- Vague response
Examples: they need to; the North thinks so; the opposition is very strong
- No response

Document 5a

The Bosses of the Senate



Source: Joseph J. Keppler, *Puck*, 1889 (adapted)

5a According to this cartoonist, what was *one* way the people’s control of government in the United States was limited?

Score of 1:

- States a way the people’s control of government in the United States was limited according to this cartoonist
Examples: monopolists controlled the Senate; businessmen told the Senate what to do; Sugar Trust/Standard Oil Trust/Copper Trust carried too much weight in the Senate/were too powerful; the people had no access to the Senate; monopolists had easy access to the Senate; the senators were overwhelmed by the power of the monopolists; monopolists were the true bosses of the Senate; the people’s entrance was closed

Score of 0:

- Incorrect response
Examples: senators were also monopolists; monopolists were all members of the Senate; the senators were the bosses
- Vague response
Examples: Steel Beam Trust; people’s entrance; the people are small; they could not do things
- No response

Document 5b

... Popular [democratic] government in America has been thwarted and progressive legislation strangled by the special interests, which control caucuses, delegates, conventions, and party organizations; and, through this control of the machinery of government, dictate nominations and platforms, elect administrations, legislatures, representatives in Congress, United States Senators, and control cabinet officers....

The Progressive Republican League believes that popular government is fundamental to all other questions. To this end it advocates:

- (1) The election of United State Senators by direct vote of the people.
- (2) Direct primaries for the nomination of elective officials.
- (3) The direct election of delegates to national conventions with opportunity for the voter to express his choice for President and Vice-President.
- (4) Amendment to state constitutions providing for the Initiative, Referendum and Recall....

Source: Declaration of Principles of the National Progressive Republican League, January 21, 1911, in Henry Steele Commager, ed., *Documents of American History*, Appleton-Century-Crofts

5b What were *two* proposals made by the Progressive Republican League that would expand the people's control of government?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* proposal of the Progressive Republican League that would expand the people's control of government
Examples: direct vote for United States senators; direct primaries/people vote directly for who should represent their party in the next general election; direct election of delegates to national conventions; amendments to state constitutions to provide for initiative/referendum/recall; limit the power of special interests in politics/political parties

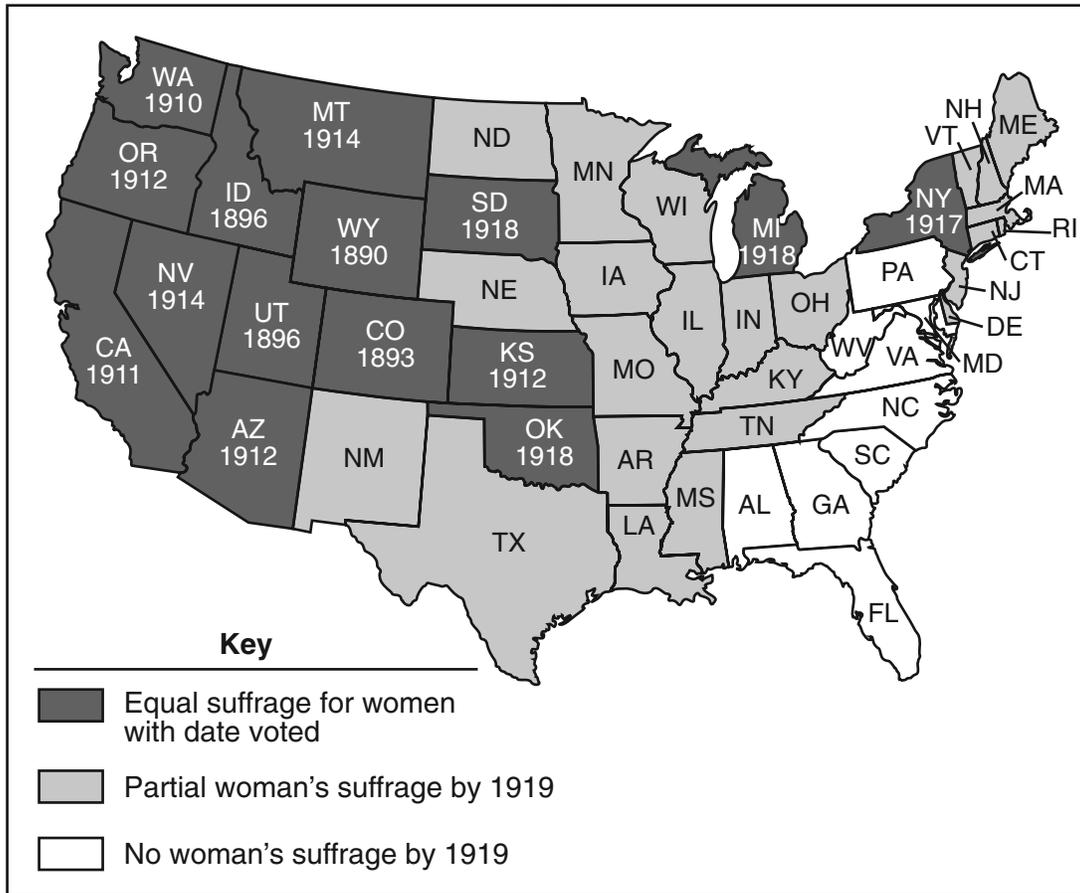
Note: To receive maximum credit, two *different* proposals to expand the people's control of government must be stated. For example, *direct primaries* and *people vote directly for who should represent their party in the next general election* are the same proposal expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: give United States senators a direct vote; allow political parties to choose delegates to national conventions; allow people to control cabinet officers
- Vague response
Examples: direct popular vote; legislation; state amendments
- No response

Document 6

Woman's Suffrage Before 1920



Source: Sandra Opdycke, *The Routledge Historical Atlas of Women in America*, Routledge (adapted)

(Note: Wyoming and Utah became states in 1890 and 1896, respectively. Their territorial legislatures had previously approved equal suffrage for women.)

6 Based on this map, what is *one* trend that can be identified about woman's suffrage prior to 1920?

Score of 1:

- Identifies a trend about woman's suffrage prior to 1920 based on this map
Examples: women in the West won suffrage earlier than women in the rest of the country; more western states than eastern states allowed women to vote; a majority of states allowed at least partial suffrage before the 19th amendment was ratified; most southeastern states did not allow women to vote; woman's suffrage generally spread from west to east

Score of 0:

- Incorrect response
Examples: southeastern states were the first to give women suffrage; women in western states did not have suffrage before 1920; women could not vote before 1920
- Vague response
Examples: suffrage; the West; 1920 was important
- No response

Document 7

This is an excerpt from an address by President Lyndon B. Johnson to a joint session of Congress shortly before submitting the Voting Rights Act of 1965.

... THE RIGHT TO VOTE

Our fathers believed that if this noble view of the rights of man was to flourish, it must be rooted in democracy. The most basic right of all was the right to choose your own leaders. The history of this country, in large measure, is the history of the expansion of that right to all of our people.

Many of the issues of civil rights are very complex and most difficult. But about this there can and should be no argument. Every American citizen must have an equal right to vote. There is no reason which can excuse the denial of that right. There is no duty which weighs more heavily on us than the duty we have to ensure that right.

Yet the harsh fact is that in many places in this country men and women are kept from voting simply because they are Negroes [African Americans]....

This bill will strike down restrictions to voting in all elections—Federal, State, and local—which have been used to deny Negroes the right to vote....

To those who seek to avoid action by their National Government in their own communities; who want to and who seek to maintain purely local control over elections, the answer is simple:

Open your polling places to all your people.

Allow men and women to register and vote whatever the color of their skin.

Extend the rights of citizenship to every citizen of this land....

Source: President Lyndon B. Johnson, Special Message to the Congress: The American Promise, March 15, 1965

7 According to President Lyndon B. Johnson, why was the Voting Rights Act necessary in the United States?

Score of 1:

- States a reason the Voting Rights Act was necessary in the United States according to President Lyndon B. Johnson

Examples: many still lacked the basic right to choose their own leaders; every American citizen must have an equal right to vote; there is no reason to excuse the denial of the right to vote; in many places, men and women are kept from voting because they are African Americans; the Act would eliminate restrictions to voting in federal/state/local elections; there must be a federal law so that local regulations are not used to discriminate against African Americans/others; the rights of citizenship should be extended to every citizen of this land; to open polling places to all people regardless of race; to allow men and women to register and vote no matter what their skin color

Score of 0:

- Incorrect response
 - Examples:* local control over elections should be maintained; the issues of civil rights are very complex/difficult; our fathers believed that African Americans should be allowed to vote
- Vague response
 - Examples:* democracy/democratic; discrimination; it is basic; because it was needed
- No response

Document 8

Tonight Ohio's Legislature ratified the 26th Amendment to the Constitution. This Amendment guarantees the right of 18-year-old persons to vote in State and local, as well as Federal, elections. It appears that 38 States have now ratified the Amendment that will now become a part of the law of the land.

Some 11 million young men and women who have participated in the life of our Nation through their work, their studies, and their sacrifices for its defense, are now to be fully included in the electoral process of our country. For more than 20 years, I have advocated the 18-year-old vote. I heartily congratulate our young citizens on having gained this right.

The ratification of this Amendment has been accomplished in the shortest time of any amendment in American history. This fact affirms our Nation's confidence in its youth and its trust in their responsibility. It also reinforces our young people's dedication to a system of government whose Constitution permits ordered change.

I urge them to honor this right by exercising it—by registering and voting in each election.

Source: President Richard Nixon, Statement About the Ratification of the 26th Amendment to the Constitution, June 30, 1971 (adapted)

8 According to President Richard Nixon, what is *one* way that ratification of the 26th amendment expanded democracy in the United States?

Score of 1:

- States a way that ratification of the 26th amendment expanded democracy in the United States according to President Richard Nixon
Examples: it allowed/guaranteed 18-year-old persons the right to vote; some 11 million young men and women were included in the electoral process

Score of 0:

- Incorrect response
Examples: Nixon urged young people to register and vote; 38 states ratified it; people who register can vote; young men and women have worked, studied, and sacrificed for it; Nixon wanted it for 20 years
- Vague response
Examples: young people/kids can vote; young people are dedicated to change; it affirmed the nation's confidence in its youth and its trust in their responsibility
- No response

United States History and Government
Content-Specific Rubric
Document-Based Question
August 2011

Historical Context: The United States was established as a democratic republic. However, democracy was limited by various factors and was not equally available to all groups. For more than 200 years, attempts have been made to expand democracy and to increase citizen participation in government.

Task: Discuss the expansion of democracy in United States history

Scoring Notes:

1. This document-based question has *one* task: to discuss the expansion of democracy in United States history.
2. To incorporate the minimum number of documents, most responses will discuss several ways democracy was expanded in United States history.
3. Other examples of the expansion of democracy in United States history may be included in the discussion, e.g., Native American suffrage.
4. The expansion of democracy may be discussed from differing perspectives as long as the positions taken are supported by accurate historical facts and examples.
5. For the purposes of meeting the criteria of using at least *five* documents in the response, documents 1a, 1b, 5a, and 5b may be considered as separate documents *if* the response uses specific separate facts from each document.

Score of 5:

- Thoroughly develops the task evenly and in depth by discussing the expansion of democracy in United States history
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., connects the political status of African Americans prior to the Civil War, the impact of the war, and the impact of the end of Reconstruction on that status to the political reasons behind the civil rights movement of the 1960s, resulting in actions by the federal government that granted African Americans full participation in the political life of the nation; connects the expansion of democracy resulting from westward movement, the Civil War, and the exclusionary politics of the post-Reconstruction period to 20th-century Progressive reform and the civil rights movement that led to the further expansion of voting rights
- Incorporates relevant information from *at least five* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to the expansion of democracy (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., free blacks; Frederick Douglass; Free Soil Party; Reconstruction; 14th amendment; 15th amendment; literacy tests; poll taxes; grandfather clause; Ku Klux Klan; Great Society; 24th amendment Manifest Destiny; Civil War; monopolists; Progressives; 19th amendment
- 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 the task by discussing the expansion of democracy in United States history but may do so somewhat unevenly by discussing some examples more thoroughly than other examples
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., discusses the impact of the Reconstruction amendments on African American suffrage and the protests over voting restrictions that motivated the federal government to respond to calls for African American political equality in the 1960s; discusses the expansion of democracy resulting from westward movement and the Civil War in the 19th century and the further expansion of democracy in the 20th century as a result of Progressive political reforms and the civil rights movement
- Incorporates relevant information from *at least five* 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 the task with little depth
- Is more descriptive than analytical (applies, may analyze and/or evaluate information)
- Incorporates some relevant information from some of the documents
- Incorporates limited relevant outside information
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

Score of 2:

- Minimally develops the task
- 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 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.

Jacksonian Democracy

Key Ideas from Documents	Relevant Outside Information (This list is not all-inclusive.)
<p>Doc 1—Decrease in number of states with property requirements for suffrage between 1790 and 1855</p> <p>Linking labor’s emergence as a political force to advances toward universal manhood suffrage</p> <p>Possibility that universal suffrage resulted from political idealism bred by Revolution, beliefs of Jefferson and Jeffersonian Republicans that government should be based on wide popular support, influence of frontier, or advocacy by politicians</p> <p>Steadily decreasing suffrage qualifications since founding of Republic</p> <p>Right to vote for most white adult males by Jackson’s time</p> <p>Doc 2—Wish of common people for direct participation in government and elevation of a man of their choice into presidency</p> <p>Participation of common men (farmers, yeomen, small planters and laborers) in election process</p>	<p>Property qualifications less important with land availability in West</p> <p>Federalist belief in government by the “best people” (education, wealth, experience)</p> <p>Jeffersonian democratic ideal that people should be governed as little as possible</p> <p>Jacksonian democratic ideal that governing should be directly by people</p> <p>Selection of members of electoral college by popular vote rather than state legislatures in more states</p> <p>Increased voter interest in electoral politics with rise of two-party system</p> <p>Opportunity for more people to participate in political system with spoils system and rotation in office</p>

African Americans

Key Ideas from Documents	Relevant Outside Information (This list is not all-inclusive.)
<p>Doc 3—Rallying of blacks in support of Liberty Party in 1840</p> <p>Contention by Albany blacks that denying them an equal franchise with whites was a contradiction of Declaration of Independence principles</p> <p>Assertion at New York state convention of blacks that governments derive their just powers from the consent of the governed</p> <p>Use of the Declaration by “New York City and County Suffrage Committee of Colored Citizens” to urge elimination of property requirement for voting imposed only on blacks</p> <p>Doc 4—Possible lessening of Northern opposition to African American suffrage if African Americans could read and write</p> <p>Doc 7—Denial of voting rights to many African Americans in many places in United States</p> <p>Striking down voting restrictions in federal, state, and local elections by Voting Rights Act</p> <p>Opening polling places to all men and women, extending rights of citizenship to every citizen</p>	<p>Use of political process to end slavery advocated by Frederick Douglass and other free African Americans (Free Soil, Republican Party)</p> <p>Suffrage for African Americans in many New England states before the Civil War</p> <p>Effects of 15th amendment: African American men granted right to vote; election to public office (state legislatures, United States Congress)</p> <p>Undermining of African American political rights after Reconstruction (literacy tests, grandfather clause, poll tax)</p> <p>Goal of 1960s civil rights movement—eliminate voting restrictions (24th amendment, voter registration drives, Martin Luther King Jr.)</p> <p>Outlawing of literacy tests and federal supervision of voter registration</p> <p>Increasing numbers of African Americans running for and winning political office</p>

Progressive Reform

Key Ideas from Documents	Relevant Outside Information (This list is not all-inclusive.)
<p>Doc 5—Control of Senate by monopolists</p> <p>Denial of people’s access to Senate but easy access for monopolists</p> <p>Special interest ability to strangle Progressive legislation and deny popular government</p> <p>Direct election of United States senators</p> <p>Direct primaries for nomination of elected officials</p> <p>Direct election of delegates to national conventions</p> <p>Amendments to state constitutions providing for initiative, referendum, and recall</p>	<p>Selection of United States senators by state legislatures often influenced by party bosses and private interests</p> <p>Interests of people not represented in United States Senate (Millionaire’s Club)</p> <p>Direct election of senators by 17th amendment</p> <p>Selection of candidates for public office by voters in direct primaries instead of by political machines</p> <p>Ability of citizens to create laws with initiatives and to accept or reject those laws in referendums</p> <p>Possibility of voter removal of public officials with recall</p>

Women

Key Ideas from Documents	Relevant Outside Information (This list is not all-inclusive.)
<p>Doc 6—Granting of suffrage to women in most Western states prior to 1920</p> <p>Granting of partial woman’s suffrage by many Midwestern states by 1919</p> <p>Very limited woman’s suffrage in Southeast prior to 1919</p>	<p>Use of Declaration of Independence as model in Seneca Falls Declaration of Sentiments to proclaim men and women equal</p> <p>Belief by opponents of suffrage that women were too dependent on husbands and fathers to vote freely</p> <p>Belief by some opponents that gender differences made women ill-suited for political life (“cult of domesticity,” “women’s sphere,” traditional roles)</p> <p>Freedom of states to restrict suffrage of women by wording of 15th amendment</p> <p>Experience from 19th-century reform movements and Progressive Era (temperance, child labor, working conditions)</p> <p>Efforts of National American Woman Suffrage Association to grant women right to vote (Carrie Chapman Catt)</p> <p>Rewarding of patriotic efforts of women during World War I with congressional passage of 19th amendment</p> <p>Effect of failure of Equal Rights Amendment of 1964</p> <p>Effect of Title IX</p> <p>Important role in American political life for 21st-century women</p>

18-Year-Old Persons

Key Ideas from Documents	Relevant Outside Information (This list is not all-inclusive.)
<p>Doc 8—Guaranteeing right to vote in state, local, and federal elections to 18-year-old persons in 26th amendment</p>	<p>Influence of young persons’ involvement in social and political activities in 1960s (civil rights movements, Vietnam War, antiwar protests, 1968 Democratic primaries, opposition to military draft)</p> <p>Injustice of submitting 18-year-old persons to the military draft but refusing them the right to vote</p>

The United States was founded on the principles of Democracy, under English philosopher John Locke's banner of the consent of the governed and the fundamental natural rights of individuals. It was by advocacy of these concepts that colonists had broke away from their British oppressors. The United States has been often touted as the first modern democratic 'experiment'. Indeed, despite the assertion that 'all men were created equal,' much of ~~the~~ American society has been kept under restraint in its early and even remotely recent years. The expansion of democracy in the United States was a difficult, but inevitable endeavour as oppressed groups would rise against what was a hypocrisy of their society with respect to the principles upon which the US was founded.

Perhaps the most notorious restriction of rights and the most fantastic fight for rights came with the African Americans. Though suffrage was extended to the more common folk in the earlier part of the 19th century, African Americans were deemed 'unfit for franchise' (Document 1b) though they did comprise a vast portion of the 'common' group. This is essentially a ~~dismissed~~ dismissal of African Americans as unhuman and not worthy of the application of Declaration of Independence principles. The contradiction with these principles was brazen, as written by Benjamin Quarles, who described how African Americans began to politically underscore this injustice in party rallies at state conventions (Document 3). What begin in the 1800s also continued into the late 1900s, with formation of the belligerent Black Panthers and

the more peaceful church movements of Martin Luther King Jr. and the Southern Christian Leadership Conference. The emergence of protests and sometimes violence on the part of African Americans were incontrovertible evidence of the long time frustration with continued white suppression of voting rights. Because of the difficulty in competing in a predominantly white patriarchal society, Wendell Phillips urged African American literacy in order to realize African American suffrage (Document 4). Unfortunately, literacy standards for voting became discriminatory and fewer African Americans could vote after Reconstruction. Expansion of democracy was also urged by W. E. B. Du Bois and Booker T. Washington, who respectively advocated full equality and voting rights and tolerance via vocational education and economic success. The African American cause for full voting rights was finally recognized by the federal government and the passage of Lyndon B. Johnson's Voting Rights Act (Document 7). In work and education, the integration of whites and blacks was achieved through court rulings involving chaotic Little Rock High School and James Meredith in the University of Mississippi. Full democratic rights for African Americans came through evolution, rather than violent revolution.

The women's movement during the 1840s was also prominent, though obscured by the concurrent abolitionist movement. After the Seneca Falls Convention, the work of reformers such as Elizabeth Cady Stanton, was overshadowed by the coming of the Civil War. In the 1890s, the

movement came alive again. The ^{19th} Amendment had granted women suffrage rights in 1920 after various western states had already done so (Document 6). Western states had seen women as a crucial part of society. This was also evident in their participation in the anti-war and prohibition movements. Betty Friedan's *The Feminine Mystique* produced a liberating effect on women from the cult of domesticity, as their society roles and independence expanded in the late 20th century. Though the Equal Rights Amendment (ERA) died in the 1980s, women had made great advances in society, from gaining admission to Ivy League universities and entering more professional occupations to running in major presidential campaigns. Women's gains in equality led to a stronger democracy.

The cause for African Americans and women was initially difficult to garner support for, but their ultimate success signifies the endurance of the American democratic experiment, upholding the Enlightenment principles upon which the founding fathers established this nation. Because of the works of African American, the toil of their crusade has allowed the election of the nation's first African American president. The women's struggle has also given way to a more free and opportunistic society in the United States as more women have been elected governors of states and representatives in Congress. Ultimately the gains of the formerly suppressed African American and females have rightfully hailed the ~~as~~ US as a true land of possibility.

Anchor Level 5-A

The response:

- Thoroughly develops the task evenly and in depth by discussing the expansion of democracy in United States history
- Is more analytical than descriptive (oppressed groups rose against the hypocrisy of their society with respect to the principles on which the United States was founded; African Americans were essentially dismissed as inhuman and not worthy of the application of Declaration of Independence principles; the emergence of protests and sometimes violence on the part of African Americans was incontrovertible evidence of the long-time frustration with continued white suppression of voting rights; because of the difficulty in competing in a predominantly white patriarchal society, Wendell Phillips urged African American literacy in order to realize African American suffrage; full democratic rights for African Americans came through evolution rather than violent revolution; western states had seen women as a crucial part of society; along the way women's gains in equality led to a stronger democracy)
- Incorporates relevant information from documents 1, 3, 4, 6, and 7
- Incorporates substantial relevant outside information (the United States was founded on John Locke's consent of the governed and the fundamental natural rights of individuals; the United States has been touted as the first modern democratic experiment; what began in the 1800s continued with the formation of the belligerent Black Panthers and the more peaceful church movements; literacy standards for voting became discriminatory and fewer African Americans could vote after Reconstruction; expansion of democracy was urged by W. E. B. Du Bois and Booker T. Washington who respectively advocated full equality, voting rights, and tolerance via vocational education and economic success; in work and education, the integration of whites and blacks was achieved through court rulings; the woman's movement during the 1840s was prominent though obscured by the concurrent abolitionist movement; after the Seneca Falls Convention, the work of reformers such as Elizabeth Cady Stanton was overshadowed by the coming of the Civil War; the 19th amendment granted women suffrage rights in 1920; the toil of the African American crusade has allowed the election of the nation's first African American president; more women have been elected governors and representatives in Congress)
- Richly supports the theme with many relevant facts, examples, and details (injustices; party rallies; state conventions; Martin Luther King Jr.; Southern Christian Leadership Conference; Little Rock High School; James Meredith; University of Mississippi; passage of Johnson's Voting Rights Act)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses the expansion of democracy as a difficult but inevitable endeavor and a conclusion that highlights specific gains made by African Americans and women

Conclusion: Overall, the response fits the criteria for Level 5. The expansion of democracy is linked to the principles of the Enlightenment as interpreted by our nation's founding fathers. Document information is analytically interpreted and richly supported by historical information, which is indicative of a strong understanding of the struggle for suffrage by African Americans and women.

Throughout American history, the government on all levels has been based off the concept of a democratic nation. Following the tyrannical reign of England over the colonies, the people of the new nation created a democratic state to prevent such tyranny from arising again. As the nation grew and expanded westward, so did the principle of democracy. Although suffrage was gradually spreading to different groups of citizens, restrictions continued to stand in the way of a completely democratic nation.

The debate over suffrage has been present in the United States from the day of independence. As time has gone by, the state governments allowed more voters as the requirements changed from 21-year-old, property owning, white male citizens, to the lesser requirements of the 20th century. As American territory expanded into Louisiana and further west the layout of how land was divided and owned changed. In the West, most people owned their land, considered themselves equal to all others, and expected voting rights. In eastern cities since fewer citizens owned land and more and more leased or rented, states began to drop their requirements of property (Doc. 1a). The Civil War of 1861-1865 had a continuing effect on suffrage requirements. In an attempt to gain support prior to the war some candidates called for universal white male suffrage (Doc. 1b). These changes continued on after the Civil War with the passage of amendments 13-15, all of which increased the rights of African Americans. Before the war free African Americans

would demand equal rights for voting by stating these rights were guaranteed in the Declaration of Independence (Doc. 3). After the war Radical Republicans supported African Americans' voting rights. Following the progress of African Americans and after being left out of the 15th Amendment women continued their fight for suffrage. However, due to their importance in frontier life, western states began to grant woman's suffrage as early as 1890 (Doc. 6). After World War I, with the passage of the 19th Amendment, women across the nation were given the right to vote. Lastly, many young citizens protested the fact that at age 18, citizens can be called into the army through the draft but could not vote for three more years. This became even more of an issue in the 1960s with fighting in Vietnam. Finally the passage of the 26th Amendment lowered the voting age to 18 (Doc. 8). Through the course of history of the US, voting requirements have changed to create a more democratic state.

Despite the large numbers of voters who gained suffrage, there was still opposition to a completely democratic state. When the passage of the 15th amendment granted the right to vote to African Americans, not all new voters could actually vote. Due to poor education and low literacy rates, not all African Americans were actually able to vote. This had been the concern of Wendell Phillips in 1865 (Doc. 4). For the African Americans who were capable of reading and writing, the use of an open ballot was still a problem. They could easily be threatened by employers or groups like the

KKK. The privacy of a secret ballot was needed to make their voting rights real. Although Populist propositions were made for a secret ballot in the 1890s, these changes did not arrive until the Progressive Era (Doc 7). However, the problems did not solely rest with suffrage issues. During the period of industrialization and big business, Congress was not quite as fair and democratic as it should have been. Sometimes representatives ^{the} in the Senate were influenced by the leaders of big businesses and industries such as Standard Oil, and the Steel Trust (Doc. 5). As a result of these obstructions to the existence of a fully democratic society, the nation had to change voting for United States Senators from indirect to direct. Once the 17th Amendment was passed the people had more influence.

As the nation expanded, so did the principle of democracy, despite some opposition. More and more citizens were granted suffrage which promoted more inclusive elections as a larger percentage of the population was now ~~indeed~~ included in the electoral process. Despite outside influences on suffrage and corruption in some government areas, democracy expanded and grew just as the United States did.

Anchor Level 5-B

The response:

- Thoroughly develops the task evenly and in depth by discussing the expansion of democracy in United States history
- Is more analytical than descriptive (although suffrage was gradually spreading to different groups of citizens, restrictions continued to stand in the way of a completely democratic nation; as time has gone by, the state governments allowed more voters as the requirements changed from 21-year-old property-owning white male citizens to the lesser requirements of the 20th century; in eastern cities since fewer citizens owned land and more leased or rented, states began to drop their requirements of property; during the period of industrialization and big business, Congress was not quite as fair and democratic as it should have been)
- Incorporates relevant information from documents 1, 3, 4, 5, 6, 7, and 8
- Incorporates substantial relevant outside information (following the tyrannical reign of England over the colonies, the people of the new nation created a democratic state to prevent such tyranny from rising again; changes continued after the Civil War with the passage of amendments 13 through 15, all of which increased the rights of African Americans; Radical Republicans supported African American voting rights; following the progress of African Americans and after being left out of the 15th amendment, women continued their fight for suffrage; with the 19th amendment, women across the nation were given the right to vote; many young citizens protested the fact that at age 18 citizens could be drafted but could not vote for three more years; lowering the voting age to 18 became an issue in the 1960s with fighting in Vietnam; for the African Americans who were capable of reading and writing, the use of an open ballot was a problem; they could be threatened by employers or the Ku Klux Klan; although there were Populist propositions made for a secret ballot in the 1890s, changes did not arrive until the Progressive Era; voting for senators was changed from indirect to direct with the passage of the 17th amendment)
- Richly supports the theme with many relevant facts, examples, and details (debate from the day of independence; universal white male suffrage; rights guaranteed in the Declaration of Independence; poor education and low literacy rates; secret ballot; Senate influenced by leaders of big business; Standard Oil; steel trust)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that introduce the premise that as the nation grew and expanded westward so did the principles of democracy

Conclusion: Overall, the response fits the criteria for Level 5. An effective historical explanation of the expansion of suffrage is accompanied by an evaluation of the limitations imposed on a democratic state by other social, political, and economic factors. The integration of important democratic concepts reinforces document interpretation.

The United States of America takes pride in being a nation of democracy. Democracy was not at its full potential in 1776 because democracy can be defined as people having influence for change in the government. Since the establishment of the Constitution, amendments have been written to further expand white males, females and blacks' say in the government.

The expansion of democracy can be seen by the increasing amount of eligible white voters since the late 1700's. Men with Property were once the only people allowed to vote, but as time passed on (1855) the requirements needed to vote decreased allowing more common men to have a say in the government (Doc 1a). This can be seen during Jackson's election. It became known as the Revolution of 1828 where Jackson sold himself as a self-made man appealing to the common yeoman farmers, personalizing his election. (Doc 2)

This began a new democracy in which governing the country was done more directly by the people not just the wealthy elite. This changed during the gilded age which was usually associated with a weak federal government and big trusts where big business owners had too much say in the government. (Doc 5a) As this gilded age passed on the progressive movement tried to make the country more democratic again. TR, Taft and Wilson fought for the people's rights by enforcing anti-trust laws which limited the power of big business in government. At the same time democracy was expanded by adding the 17th amendment allowing the direct election of senators providing even more direct say in the government. (Doc 5b) Eventually, democracy expanded to even 18 year olds, allowing barely legal adults to vote expanding democracy and their interest in participation. (Doc 8).

Not only did male suffrage and

political power increased throughout the brief American history, but females' right to vote also has expanded. Beginning around the late first quarter of the nineteenth century, the Seneca Falls convention marked the beginning of the fight for women's suffrage. They were often considered by men as too emotional to vote and with the illusions of the Cult of Domesticity and the Women's Republic, they were denied the right to vote for a long time. It was not until 1920 that the 19th amendment was passed allowing women's suffrage (almost a century!), but nonetheless, it expanded democracy. Before this time women's suffrage was limited to mostly western states, starting with Wyoming, allowing women to vote before 1920 (Doc. 6).

The expansion of women and males' voting rights definitely expanded but the true expansion of democracy can be seen in the black's fight; from

slavery to citizenship, to being treated as an equal and having the right to vote. Even after the Civil War, after the 14th Amendment explicitly saying blacks are citizens, Southern whites used literacy laws (Doc 4) and poll taxes to bar blacks from voting—a right they received in the 15th Amendment. Violent groups such as the Ku Klux Klan and other white supremacists frightened blacks away from voting in elections. Throughout much of the 20th century very few blacks were even registered to vote in many areas of the "Deep South." Voting rights became a major goal of civil rights leaders in the 1960s. Their peaceful protests led to success. During LBJ's presidency Congress passed the Voting Rights Act outlawing literacy tests and making it almost impossible to stop blacks from voting. Although this did not immediately end discrimination, being able to vote gave blacks more representation.

The United States of America continues

to work on improving its own democracy. Congressional legislation and constitutional amendments have provided opportunities for more individuals to have an influence in our government.

Anchor Level 4-A

The response:

- Develops the task by discussing the expansion of democracy in United States history
- Is both descriptive and analytical (men with property were once the only people allowed to vote, but as time passed the requirements needed to vote decreased allowing more common men to have a say in the government; democracy expanded to 18-year-old adults, expanding democracy and their interest in participation; the true expansion of democracy can be seen in the blacks' fight from slavery to citizenship to being treated as an equal and having the right to vote; throughout much of the 20th century, very few blacks were registered to vote in many areas of the Deep South; voting rights became a major goal of civil rights leaders in the 1960s; the Voting Rights Act made it almost impossible to stop blacks from voting; although the Voting Rights Act did not immediately end discrimination, being able to vote gave blacks more representation)
- Incorporates relevant information from documents 1, 2, 4, 5, 6, 7, and 8
- Incorporates relevant outside information (Jackson's election became known as the Revolution of 1828 where he sold himself as a self-made man; the Gilded Age was usually associated with a weak federal government and big trusts; Theodore Roosevelt, Taft, and Wilson fought for the peoples' rights by enforcing antitrust laws; democracy was expanded by adding the 17th amendment, allowing the direct election of senators providing even more direct say in the government; the Seneca Falls Convention marked the beginning of the fight for women's suffrage; women were often considered by men as too emotional to vote and with the illusions of the cult of domesticity and the Women's Republic, they were denied the right to vote for a long time; even after the Civil War and the 14th amendment explicitly saying blacks are citizens, Southern whites used literacy laws and poll taxes to bar blacks from voting—a right they received in the 15th amendment; the Ku Klux Klan and other white supremacists frightened blacks away from voting)
- Supports the theme with relevant facts, examples, and details (19th amendment; women's suffrage in 1920; limited to mostly western states before 1920; Lyndon B. Johnson)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses the pride the United States takes in being a nation of democracy and a conclusion that states that the United States continues to work on improving its own democracy

Conclusion: Overall, the response fits the criteria for Level 4. The documents are used as a basic framework that guides the organization of this response. Outside information is integrated to extend document information, but is not always fully developed.

Democracy is the foundation of the United States government and has been at the forefront of many aspects of American history.

Democracy started off as an idea, a fragile idea that was for a while in danger of not being as great as it could be. Why? Because it was incomplete it needed work. The idea was good but the people executing it needed a few lessons before it could be great.

What exactly is a democratic government? It is a government for the people, by the people, which basically boils down to people being able to pick, or vote for the people to run their country. Simple, right? Wrong. But why the controversy? Well many of the founding fathers at first believed the right to vote or pick the ~~pt~~ people who run your country should only be men who owned property. They believed that men ^{with} property who had a permanent stake in society would pick the "best men" to run the government. Who are those people? Rich white men. They are the people who owned the most land and because they took part in setting up the government, they thought they should pick who gets to serve in office.

Thankfully people woke up and slowly the rules of the game changed as the United States moved westward. Slowly the restriction on the amount of land that must be owned in order to vote lessened as did the amount of states with any kind of property limitation (see Doc 1a). So then almost all white men could vote but everyone else (Blacks + Women) could not. (see Doc 1b).

Before African American could be given the right to vote

many had to be given their freedom, which took a war that almost destroyed the United States, from the inside. But things went up from there. Slavery was abolished and Blacks were given the right to vote (women still couldn't but it was a start). Although African Americans were allowed to vote restrictions were put in place by some states that required things like a literacy test, which many African Americans ~~went~~ right out of slavery failed simply because they had not had the opportunity to learn. And other restrictions, that only applied to black citizens like grandfather clauses stopped them from voting. (See Doc 3+4). Civil rights remained a prominent issue for decades to come. Finally in the 1960s this changed through civil rights laws which ended many restrictions. More blacks were able to vote without being threatened and many would even run for political office.

Now almost every man in the United States could vote. But what about women? Women were one of the last groups of people granted the right in the early 20th century. Although states were slow to respond to women's rights, protests, and petitions, several states did grant the right to vote earlier than 1920 when the amendment was passed. Wyoming was the first territory to adopt women's suffrage and western states followed, and even a few eastern states. (see Doc 6).

So now many people can vote but who do they actually vote for? It was at first you voted for your state Representatives who picked your Senators and you voted only indirectly for Senators. It wasn't

until the 1900's that Senators were directly picked by the people. (see Doc 5b). This came about because people were sick of the monopolists holding too much power (see Doc 5A) in the Senate. Now the people of the United States directly pick Senators because an amendment was added to the Constitution. All Congressmen would now be elected ~~to~~ by the people and one branch of the government would be entirely democratically elected.

The right to vote is a basic right in any democratic nation that should be extended to all people not just an "elite" few. Though it took a long time for people to come to terms with that they did and now we have a truly democratic nation in many aspects.

Anchor Level 4-B

The response:

- Develops the task by discussing the expansion of democracy in United States history
- Is both descriptive and analytical (democracy started off as an idea, a fragile idea, that was for awhile in danger of not being as great as it could be; democracy was incomplete and needed work; a democratic government is a government for the people and by the people; democracy basically boils down to people being able to pick or vote for the people to run their country; founding fathers believed that men with property who had a permanent stake in society would pick the “best men” to run the government; the people woke up and slowly the rules of the game changed as the United States moved westward; although African Americans were allowed to vote, restrictions were put in place by some states that required things such as a literacy test; although states were slow to respond to women’s rights protests and petitions, several states did grant the right to vote earlier than 1920; people were sick of the monopolists holding too much power in the Senate)
- Incorporates relevant information from documents 1, 3, 4, 5, 6, and 7
- Incorporates relevant outside information (before African Americans could be given the right to vote, many had to be given their freedom, which took a war that almost destroyed the United States from the inside; slavery was abolished and blacks were given the right to vote; many Africans right out of slavery failed literacy tests simply because they had not had the opportunity to learn; other restrictions that only applied to black citizens like grandfather clauses stopped blacks from voting; in the 1960s, more blacks were able to vote without harassment and many would even run for political office; at first you voted for your state representatives who picked your Senators and you voted only indirectly for Senators; it was not until the 1900s that Senators were directly picked by the people because an amendment was added to the Constitution; after the amendment, all Congressmen would be elected by the people and one branch of the government would be entirely democratically elected)
- Supports the theme with relevant facts, examples, and details (restrictions on the amount of land owned to vote lessened as did the number of states with any kind of property limitations; Wyoming was the first territory to adopt woman’s suffrage; women were one of the last groups of people granted the right to vote in the early 20th century)
- Demonstrates a logical and clear plan of organization; includes an introduction that states democracy is the foundation of the United States government and a conclusion that states the right to vote is a basic right in any democratic nation

Conclusion: Overall, the response fits the criteria for Level 4. The premise that democracy was fragile and required work is supported by some good historical references ranging from the elitism of the founding fathers to the decades long civil rights movement. While the discussion of African Americans uses document information as an opportunity to include some analytical outside information, other aspects of democratic change are based primarily on document interpretation.

America is considered the home of the free. But although U.S. citizens have for the most part always been free; this doesn't mean that they've all have had the same freedoms and equal rights. For more than 200 years our country has developed into a flourishing nation, & has become what we live in today: where everyone has equal rights & freedoms. This is because Democracy has evolved throughout our history and it has adapted to a changing society & a changing world.

Democracy has been a part of America since the very beginning. When the Pilgrims came to America they set up a document that was one of the beginnings of democracy in the United States. The Mayflower Compact was one of the first U.S. documents to have democratic ideal in it; it allowed for a limited government with the consent of the governed. Other colonies set up legislature and allowed some voting rights. Although America was still under British rule it allowed colonists some participation in government.

The full truth is that Democracy didn't come completely into effect even when the Constitution was drawn out & ratified. The constitution allowed for a formal system of government. The only problem with the democracy of this era was that people were still untrusting & unsure of how much involvement people should have in the Government.

That wasn't the only problem either; the intellectual people of society at the time such as John Adams and James Madison didn't fully trust the people with the power to directly elect officials. It ~~was~~ was there belief that uneducated people wouldn't make proper decisions in an election.

Although America's system of Gov. had a ~~bit~~ bit of a rocky beginning; ^(DIA) once democracy started to spread through the nation as the nation began to grow in size, democracy began to flourish, as property requirements decreased and people began to want to take a more active role in government. When President Andrew Jackson ~~was~~ was in office the political demands of the nation increased. The people wanted an active participation in the government's decision making and that is exactly what began to happen. It was known as Jacksonian Democracy; President Jackson gave white men more power.^{Dr} But that wasn't all; some people felt that Jackson was autocratic, & not really democratic; this basically meant that they didn't like the way he used his power.

Although the country had come a long way up to that point; America could still never be called "the home of the free." Slavery was still big around the Jacksonian period, and it took a civil war ~~to~~ to completely abolish slavery. Even after slavery was abolished; the African American race

was denied nearly all the ~~common~~ common citizens rights.^{D2} Many believed this ~~is~~ went against the declaration of independence, and many groups were set up that sought African American rights. The constitution had the 13th & 14th & 15th amendments added on eventually, but even with this as well as other things African Americans were still denied their rights. Racists and ignorant people set up many vulgar things to keep them from reaching their goal; such as the Jim Crow laws, & literacy tests.^{D4} Many others had attempted to assist African Americans though; such as Wendell Phillips who urged them to ^{learn to} read. Later Martin Luther King, Jr. tried to assist them by organizing civil rights protests. Finally restrictions for African American voting were ended in 1965 with the Voting Rights Act.

Although it has been a slow process, Democracy has changed & adapted for the better. Thanks to great political leaders & progressive Reformers, a common goal has been reached. All citizens have equal rights, they all can play an active role in the government. In Today's society Democracy has evolved to fit our common need, goals and values.

Anchor Level 4-C

The response:

- Develops the task by discussing the expansion of democracy in United States history during the Jacksonian period and the granting of suffrage to African Americans
- Is both descriptive and analytical (democracy did not come completely into effect even when the Constitution was drawn and ratified; the only problem with the democracy of the new republic was that people were still untrusting and unsure of how much involvement the people should have in government; democracy began to flourish when the nation began to grow in size; people wanted an active participation in the government's decision-making; some people felt that Jackson was autocratic and not really democratic; many believed that the denial of common citizen's rights to African Americans went against the Declaration of Independence)
- Incorporates relevant information from documents 1, 2, 3, 4, and 7
- Incorporates relevant outside information (when the Pilgrims came to America, they set up a document that was one of the beginnings of democracy in the United States; the Mayflower Compact was one of the first United States documents to have democratic ideals in it; the Mayflower Compact allowed for a limited government with the consent of the governed; other colonies set up legislatures and allowed some voting rights; the intellectual people such as John Adams and James Madison did not fully trust the people with the power to directly elect officials because they feared that uneducated people would not make proper decisions in an election; slavery was still big during the Jacksonian period and it took a Civil War to completely abolish it; even after slavery was abolished, the African American race was denied nearly all of the common citizen's rights; the 13th, 14th, and 15th amendments were eventually added to the Constitution, but African Americans were still denied their rights; racists and ignorant people set up many vulgar things to keep African Americans from reaching their goal such as Jim Crow laws and literacy tests; Martin Luther King Jr. tried to assist African Americans by organizing civil rights protests)
- Supports the theme with relevant facts, examples, and details (property requirements decreased; President Andrew Jackson; Jacksonian democracy; Voting Rights Act)
- Demonstrates a logical and clear plan of organization; includes an introduction that states democracy has evolved throughout our history and a conclusion that states democracy has changed through efforts of political leaders and progressive reformers

Conclusion: Overall, the response fits the criteria for Level 4. References to colonial history and the elitism of the new republic establish a good foundation for a discussion of democratic change and adaptation in United States history. Including a discussion about women, the Progressive reforms, and/or extending suffrage to 18-year-old citizens would have enhanced the response.

In 1965 President Lyndon B. Johnson stated that when the United States of America was founded, "the most basic right of all was to choose your own leaders" (Doc A). The history of America, he said, is the history of the expansion of that right to all of our people." Johnson recognized that true democracy means election by the people— all the people. The fight for universal suffrage has been an incredible struggle, however, democracy in America has finally expanded to provide universal suffrage. In American history suffrage has been denied based on gender, race, religion, literacy, property ownership, and other factors. Each of these restrictions has been eliminated over time and democracy has expanded due to the perseverance of persecuted groups and the governments support as a result.

It is the year 2011, and blacks and whites are equal under American law. However, only 48 years ago, many African-Americans were denied the right to vote. Through the activism of the black community and its supporters, suffrage was finally gained. Document 3 shows the activism of New York blacks prior to the Civil War; they rallied and petitioned with the Declaration of Independence as support. After the Civil War African Americans gained freedom from slavery yet reconstruction failed to genuinely help blacks join democracy. Grandfather clauses, literacy tests, and poll taxes prevented many blacks from voting. Document 4 shows the concern to this through the

abolitionist attempts to encourage African Americans to become literate. The black suffrage movement, which began after the Civil War was not completely successful until the Civil Rights movement of the 1960's. In the 1960's activists such as Martin Luther King Jr. fought for black suffrage without the restrictions that began after reconstruction. Rallies, protests, and marches shown by the media pressured the government to do something. In 1965 the Voting Rights Act was passed which struck down "restrictions to voting in all elections" (document 7). Finally, after centuries of slavery, segregation, and denial of full suffrage had been overcome. Democracy was greatly expanded in this momentous decade, and blacks joined in democracy.

Apart from race, other factors contributed to the denial of participation in democracy in American history. Citizens have also been denied participation based on age and gender. Until the 20th century, many women were denied full participation in government. Document 6 shows the expansion of women's suffrage prior to 1919, and then the 19th amendment was passed in 1920 granting women suffrage. The map shows how many states granted NO suffrage or partial suffrage to women. Like African-Americans, women gained this final inclusion through activism. Women like Jane Addams, and Susan B. Anthony advocated for women's rights. Elizabeth Cady Stanton authored

documents like the Declaration of Rights and Sentiments modeled after the Independence Declaration. Citizens were also denied participation in democracy based on age until 1971, with the passage of the 26th amendment. Before then, 18 year-olds weren't allowed to vote or participate in government.

When the nation was first founded, only white Christian, land owning men were allowed to vote. Then, gradually religious and property barriers were removed. With the Age of Jacksonian Democracy, the "common man" joined in, and more property restrictions were lessened. Both women and then African Americans were allowed finally to vote without restrictions in the 20th century. Today, every citizen of the age 18 or higher is permitted to participate in our democracy and vote in all elections. The expansion of democracy in America is reflected majorly in the expansion of suffrage because as Nixon said, the most basic principle that the U.S. was founded on is participation in government.

Anchor Level 3-A

The response:

- Develops the task with some depth by discussing the expansion of democracy in United States history
- Is more descriptive than analytical (Johnson recognized that true democracy meant election by the people—all the people; the fight for universal suffrage has been an incredible struggle; restrictions have been eliminated over time and democracy has expanded due to perseverance of persecuted groups and government support; women gained suffrage through activism; with the Age of Jacksonian Democracy, the common man joined in and property restrictions were lessened)
- Incorporates some relevant information from documents 1, 3, 4, 6, 7, and 8
- Incorporates relevant outside information (Reconstruction failed to genuinely help blacks join democracy; grandfather clauses, literacy tests, and poll taxes prevented many blacks from voting; the black suffrage movement, which began after the Civil War, was not completely successful until the civil rights movement of the 1960s; activists such as Martin Luther King Jr. fought for black suffrage; rallies, protests, and marches shown by the media pressured the government to do something; the 19th amendment was passed granting women suffrage; women such as Jane Addams and Susan B. Anthony advocated for women's rights; Elizabeth Cady Stanton authored the Declaration of Rights and Sentiments, modeled after the Declaration of Independence; when the nation was first founded, only white Christian, land-owning man were allowed to vote)
- Includes relevant facts, examples, and details (denial of suffrage based on gender, race, religion, literacy, property ownership, and other factors; New York blacks; Declaration of Independence; abolitionists; Voting Rights Act; passage of the 26th amendment)
- Demonstrates a satisfactory plan of organization; includes an introduction that summarizes document 7 to demonstrate how voting restrictions have been eliminated over time and a conclusion that establishes a chronology of suffrage for different groups in American history

Conclusion: Overall, the response fits the criteria for Level 3. The theme of activism and government support for democratic reform is developed by stating document information and then supplementing that information with historical examples. However, additional analytical statements would have strengthened the response.

Beginning with the writing of the United States Declaration of Independence, but ultimately stemming from a national gravitation towards universal manhood suffrage, the United States has steadily strived to expand democratic values to the furthest extent. Although the United States has widely been regarded as democratic, it hasn't gone without exceptions. Especially on a political level, women and African Americans in particular have widely been excluded from participation for a majority of American history. However, legislation has been passed and individuals have worked hard to conserve and expand the sought after American value of democracy, and has spread it far beyond its original limitations.

Individuals in American history such as Thomas Jefferson, Andrew Jackson, and Lyndon B. Johnson have most significantly participated in the expansion of American democratic ideals. Starting with the Declaration of Independence, Thomas Jefferson declared America a nation built upon principles such as equality for men and the importance of the government's reliance on the consent of the governed. At the very dawn of our nation, political and idealistic democratic ideas were outlined clearly and other brilliant American minds expanded upon these principles. Beginning with the Jacksonian Era, the people of the country began to feel more confident and wanted increased political and social involvement. During this time period, farmers and small Southern planters alike were experiencing and increase

in representation in all levels of government, and an increase in rights such as voting, following a decrease in the land requirement for voting. This allowed for increased democratic rights to reach into places like the expanding western front of the U.S. Political participation and voting rights especially for minorities like blacks and women gradually gained support as individuals and groups pushed their cause. In the early 1800s these groups held conventions and got the public's attention but achieved little. Blacks did get the right to vote after the Civil War. However, there were restrictions such as literacy tests and many blacks could not pass these. Women had to wait until 1920 to gain voting rights. Supporters of the civil rights movement such as president Lyndon B. Johnson strongly advocated the expansion of civil liberties to these people.

In addition, state wide legislations also played a large role in spreading the reach of democratic liberties within the U.S. as a whole. States did their part to expand democracy such as the Ohio legislature who ratified the 26th Amendment allowing all citizens 18 and over to vote. After the Civil War some blacks had been elected to start legislatures where they advocated educating the freedmen just as Wendell Phillips did. Western states were among the first to support women's suffrage.

These state legislations expanded democratic representation to individuals who perhaps were denied for many years. Increased representation in federal government was expanded to young Americans when the 26th Amendment was ratified and became part of the Constitution.

The United States was built upon values that foster the growth of democratic ideals, and ultimately allow for the expansion of these fundamentals such as voting. For more than 200 years, individuals and legislations have expanded the reach of democracy to involve more Americans in the democratic system that we have sacrificed so much to preserve.

Anchor Level 3-B

The response:

- Develops the task with some depth by discussing the expansion of democracy in United States history
- Is more analytical than descriptive (beginning with the writing of the Declaration of Independence but ultimately stemming from a national gravitation towards universal manhood suffrage, the United States has steadily strived to expand democratic values to its furthest extent; especially on a political level, women and African Americans have widely been excluded from participation for a majority of American history; at the very dawn of our nation, political and idealistic democratic ideas were outlined clearly; beginning with the Jacksonian Era, the people of the country began to feel more confident and wanted increased political and social involvement; increased democratic rights reached into places such as the expanding western front of the United States; political participation and voting rights especially for minorities such as blacks and women gradually gained support as individuals and groups pushed their cause; in the early 1800s, blacks and women held conventions and got the public's attention but achieved little; President Lyndon B. Johnson strongly advocated the expansion of civil liberties to blacks; 26th amendment was ratified and became part of the Constitution)
- Incorporates some relevant information from documents 1, 2, 4, 7, and 8
- Incorporates limited relevant outside information (Thomas Jefferson declared America a nation built upon principles such as equality for men and consent of the governed; blacks got the right to vote after the Civil War; after the Civil War, some blacks had been elected to Southern state legislatures where they advocated educating freedmen)
- Includes some relevant facts, examples, and details (farmers and small Southern planters; decrease in the land requirements for voting; literacy tests; Ohio legislature)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that discuss how legislative actions and the work of individuals expanded democracy

Conclusion: Overall, the response fits the criteria for Level 3. Good conclusions related to document interpretation combine to present an analytical case to support the idea that the United States was built on values that led to an expansion of democracy. However, the lack of descriptive details and the limited outside information weakens the response.

The United States is the pristine example of democracy throughout the globe. Many issues that other countries face today seem to be problem-free in America. However, this country was not born with perfect democratic processes. Throughout its young existence, the United States has expanded and improved its democratic mechanisms for the citizens.

The most difficult of blemishes to solve was the issue of universal suffrage which includes all citizens above the legal age limit. When the United States was still a young nation, many requirements were placed on the right to vote. At that time, property was the main issue; thus, only the land-owners could participate in government. Fortunately, these land requirements were steadily removed by the mid 1800s (Document 1a). Thus, the first major limitation was abolished from the states. In essence, the overall lowering of suffrage qualifications allowed labor to become a political force (Doc 1B). As the suffrage for citizens were expanding, it must be noted that only free white males and some free blacks were eligible for voting at all. Women and slaves could not vote

Whatsoever. Regardless by Jackson's presidency, the common man was raised to new levels of government participation (Doc 2). They voted in larger numbers and became interested in political party activities. After the civil war, the 13th amendment finally eradicated slavery, the 14th amendment allowed freedmen to become citizens, and coupled with them is the 15th amendment which allowed for African American male suffrage. However, clearly, the 15th amendment was nominal because many southern states placed grandfather clauses and literacy tests in the way of voting. This explains why Wendell Phillips advocated the learning of the ability to read and to write, so that freedmen would not be prevented from voting (Doc 4). Furthermore, the educated African-American was needed for the 15th amendment to be plausible. ^{Even} ~~Renowned~~ ~~before~~ before the Civil War, free blacks in New York sought the right to vote using the principles of the Declaration of Independence. In New York, only blacks were required to own property to vote (Doc 3).

In another sense, the participation of the people was expanded by other means. Parties

such as the Populists advocated democratic methods to further incorporate the average citizen. Processes such as the direct election of senators was one of their demands in the 1890s and would bring the people closer to the government (Doc 5B). Fortunately, the 17th amendment clearly allows for that today. Unfortunately, business has dominated government profoundly by lobbying and campaign contributions and still does. Thus, total democratic expansion has been difficult to achieve in the United States.

In all, the people of the United States have greatly improved their rights in the U.S. government. Each decade provides new opportunities for democracy to spread and grow. The huge jump that the United States government has shown provide for great optimism for the future. However, let us not forget the blessed rights today's citizens can freely exercise.

Anchor Level 3-C

The response:

- Develops the task with little depth by discussing the expansion of democracy in United States history
- Is more descriptive than analytical (overall lowering of suffrage qualifications allowed labor to become a political force; only free white males and some free blacks were eligible for voting at all; by Jackson's presidency, the common man voted in larger numbers and became interested in political party activities; learning to read and write was advocated so that freedmen would not be prevented from voting; the educated African American was needed for the 15th amendment to be plausible; processes such as the direct election of senators was one of the demands in the 1890s and would bring the people closer to the government; each decade provides new opportunities for democracy to spread and grow)
- Incorporates some relevant information from documents 1, 2, 3, 4, and 5
- Incorporates limited relevant outside information (after the Civil War, the 13th amendment finally eradicated slavery, the 14th amendment allowed freedmen to become citizens and coupled with them is the 15th amendment that allowed African American male suffrage; the 15th amendment was nominal because many Southern States placed grandfather clauses and literacy tests in the way of voting; Populists advocated democratic methods to incorporate the average citizen; the 17th amendment allows for the direct election of Senators; business has dominated government profoundly by lobbying and campaign contributions)
- Includes some relevant facts, examples, and details (when the United States was still a young nation, only landowners could participate in government; steady removal of land requirements by the mid 1800s; women and slaves could not vote)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The inclusion of important concepts such as labor as a political force and the advocacy role played by the Populist Party are insightful, but these concepts are not developed.

Throughout the history of the United States, democracy has been the long-term goal. Many ~~big~~ events and amendments have tried to limit democracy, however more events have tried to expand democracy. The 26th amendment, universal manhood suffrage, rights for blacks, and expansion of women's suffrage all promote ideas of democracy, while literacy tests, trusts, and unequal rights limit the extension.

As more states entered the union prior to the Civil War, the number of states with property requirements in order to vote, significantly decreased (Document 1a). Later on, through the Jacksonian Era, the common man began voting and campaigns became personal. People from the West, the North, and the South, all began to vote. (Document 2). Blacks stated that if they weren't given the ~~the~~ right to vote, it would be going against the Declaration of Independence. ~~Document 3~~ (Document 3). As democracy expanded, the government made some changes to increase the rights of the people. They called for direct election of U.S. Senators, direct primaries, and the direct election of delegates to national conventions. (Document 5b). The issue of women's suffrage also changed. As western states were added to the union, they all had equal voting rights for women. (Document 6).

Another action taken to promote democracy was the passage of the Voting Rights Act by President Lyndon B. Johnson. He believed "every American citizen must have an equal right to vote." (Document 7). After much thought, America realized that young people could make a difference and lowered the voting age to 18 ~~18~~ with the 26th amendment. (Document 8)

Throughout all these strides to expand democratic ideals, there were some limitations. "The lowering of suffrage qualifications did not mean that pure democracy had triumphed." (Document 1b). African Americans and women at this time still did not have the right to vote. With the African Americans, there was great debate over whether or not they should have the privilege of voting. They put in place ~~literacy tests~~ literacy tests ~~and~~ and poll taxes to keep them away, but eventually democracy prevailed. (Document 4). Another thing that limited democracy was big trusts that controlled big business and limited the actions of the people. (Document 5a). Through these limitations, democracy still found a way to expand and prosper in the United States of America.

Our nation was established as a democratic republic and still stands strong today. With courage,

power, equality, and expansion, we broke down trusts and broke the voting barrier to expand as a prosperous democratic nation.

Anchor Level 2-A

The response:

- Minimally develops the task
- Is primarily descriptive (the 26th amendment, universal manhood suffrage, rights for blacks, and expansion of women’s suffrage all promote ideas of democracy while literacy tests, trusts, and unequal rights limited the extension of democracy; in the Jacksonian Era, the common man began voting and campaigns became personal; blacks felt if they were not given the right to vote it would be going against the Declaration of Independence; America realized that young people could make a difference and lowered the voting age to 18; the lowering of suffrage qualifications did not mean that pure democracy had triumphed because African Americans and women did not have the right to vote; despite limitations, democracy still found a way to expand and prosper)
- Incorporates limited relevant information from all the documents
- Presents little relevant outside information (literacy tests and poll taxes were put in place to keep African Americans away from the polls)
- Includes few relevant facts, examples, and details (property requirements to vote significantly decreased; direct election of United States senators; direct primaries; direct election of delegates to national conventions; Voting Rights Act; President Johnson; big trusts controlled big business); includes inaccuracies (as western states were added to the Union, they all had equal voting rights for women; amendments have tried to limit democracy)
- Demonstrates a general plan of organization; includes an introduction that states the actions that promoted the expansion of democracy and those that limited democracy and a conclusion that summarizes this theme

Conclusion: Overall, the response fits the criteria for Level 2. The recognition that democratic expansion has resulted from overcoming limitations is supported by thoughtful statements. However, reliance on document information and the limited outside information weaken this response.

When the founding fathers drafted the United States Constitution it was on the basis that all men were created equal and that the government should be chosen for the people, by the people. At first, only white landowning males were allowed to vote and there were many restrictions on voting rights. But by the mid 1800s, democracy was expanding across the nation to people who previously had no say in their government.

The Jacksonian Era in the U.S. was a time of triumph for the common man. Between 1828 and 1848 restrictions on voting rights were slowly being lifted. ^(Doc. 15) Now that restrictions such as land ownership in order to vote were being abolished the vote was extended to white males regardless of financial status. However, this right was still not extended to women or African Americans.

By the mid 1800s, not only did the

working class, such as western farmers southern farm owners and northern labor workers (Doc.2), have the desire to vote but African Americans also wanted to exercise what they felt was their constitutional right to vote. Benjamin Guades, in "Antebellum Free Blacks and the "Spirit of '76"" argues that denying African Americans the right to vote contradicts the Constitution (Doc.3). The possibility of the vote being extended to literate African Americans (Doc.4) was another step toward total democracy.

Finally women's suffrage ~~was~~ ~~allowed~~ allowed for the spread of democracy throughout the country. Before 1900, most states west of the Mississippi River practiced equal suffrage for both men and women. While most states east of the Mississippi allowed partial or even no voting rights for women (Doc.6). In 1965 President Lyndon B. Johnson passed the Voting Rights Act which gave all United States citizens

the right to vote (Doc. 7).

In order for a democratic society to exist, the vote must be extended to every citizen regardless of gender or race. Slowly this became a reality in the United States.

Anchor Level 2-B

The response:

- Minimally develops the task
- Is primarily descriptive (by the mid 1800s, democracy was expanding across the nation to people who previously had no say in their government; now that restrictions such as land ownership were being abolished, the vote was extended to white males regardless of financial status; African Americans also wanted to exercise what they felt was their constitutional right to vote; the possibility of the vote being extended to literate African Americans was another step toward total democracy; before 1920, most states west of the Mississippi River practiced equal suffrage for both men and women)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 6, and 7
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (white landowning males; many restrictions on voting rights; western farmers; southern farm owners; Northern labor workers; President Lyndon B. Johnson; Voting Rights Act); includes inaccuracies (the founding fathers drafted the United States Constitution on the basis that all men were created equal; Benjamin Quarles argues that denying African Americans the right to vote contradicts the Constitution)
- Demonstrates a general plan of organization; includes an introduction that is somewhat beyond a restatement of the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The response relies on document information to develop the idea of expanding democracy over time. Some document information is misinterpreted or overgeneralized.

The United States was established as a democratic republic. However, democracy was limited by various factors and was not equally available to all groups. For more than 200 years, attempts have been made to expand democracy and increase citizen participation in government.

At first, the only people allowed to vote were wealthy ^{male} landowners, because they were believed to be more educated than any other group.

However, by 1828 more common men wished for direct participation in the government. ~~These~~ This new ~~group~~ group of voters consisted of farmers from the West, the yeoman and small planters from the South, and laborers of the North, as seen in Document 2. In addition, by 1855 only three of the thirty one states in the Union had property requirements in order for a person to vote, according to Document 1a.

During the 1860's, African Americans might have had the ability to vote if they could read and write. For this reason, they were strongly encouraged to learn to read and write in order to gain suffrage, as seen in Document 4.

Another group who gained the right to vote were the young American citizens. Document 8 displays how the 26th Amendment allowed 18 year olds to vote.

After ~~the~~ a variety of different groups of people were granted suffrage, steps were taken to give people more control in the government. In Document 5b, the principles of the Progressive Republican League are discussed. The League believes that popular government is fundamental, and therefore proposes ~~that~~ a direct vote by the people and direct primaries for the nomination of elective officials.

In conclusion, the spread of democracy did not take place overnight; it took much longer than that for democracy to spread throughout the United States. One by one, groups of Americans were granted the right to vote until we became this powerful democratic nation that we are today.

Anchor Level 2-C

The response:

- Minimally develops the task
- Is primarily descriptive (by 1855, only three of the thirty one states in the Union had property requirements in order for a person to vote; during the 1860s, African Americans might have had the ability to vote if they could read and write; after different groups of people were granted suffrage, steps were taken to give people more control in the government; the Progressive Republican League believed popular government is fundamental)
- Incorporates limited relevant information from documents 1, 2, 4, 5, and 8
- Presents little relevant outside information (only wealthy male landowners were allowed to vote because they were believed to be more educated than any other group)
- Includes few relevant facts, examples, and details (direct participation in the government; farmers from the West; yeoman; small planters from the South; laborers of the North; 26th amendment; the Progressive Republican League; direct primaries)
- Demonstrates a general plan of organization; includes an introduction that copies the theme and a conclusion that mentions the spread of democracy did not take place overnight

Conclusion: Overall, the response fits the criteria for Level 2. Although the connection between education and voting rights for African Americans is good, it is merely mentioned. The rest of the response is document-driven and limited in scope.

People have been voting in the United States of America since it became a country. The vote was limited though at first, only white men over 21 who owned land could vote, women and minority had to fight for their right to vote.

Before the civil war voting was restricted to white men over 21 (Doc 1A). States had property requirements to vote (Doc 1A). But during this time party arose to meet the needs of different groups of people (Doc 2). The minority still pushed for the right to vote. The liberty party argued that the power of government is derived from the consent of the governed, which would mean that African-Americans should vote as well (Doc 3). The pre-civil war era was the beginning of the universal suffrage movement.

After the civil war the right to vote was expanded to African American males. Literacy tests were given at the poles to prevent them from voting (Doc 4). Also during this time big businesses had a large influence on the politics.

Democracy was limited in various ways during the pre-civil war era. Shortly after it became more equal to all.

Anchor Level 1-A

The response:

- Minimally develops the task
- Is descriptive (women and minorities had to fight for their right to vote; many states had property requirements; before the Civil War, parties arose to meet the needs of different groups of people; after the Civil War, big businesses had a large influence on politics); includes weak application (before the Civil War, voting was restricted to white men over 21)
- Includes minimal information from documents 1, 2, 3, 4, 6, and 8
- Presents little relevant outside information (literacy tests were given at the polls to prevent African Americans from voting)
- Includes few relevant facts, examples, and details (only white men owning land could vote; after the Civil War, the right to vote was expanded to African American males)
- Demonstrates a general plan of organization; includes an introduction that specifies who could and could not vote at first and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Limited document information is presented without explanation to support weak conclusions made about democracy before and after the Civil War. Statements about suffrage reflect a narrow understanding of the expansion of democracy.

The United States was established as a democratic republic. However, democracy was limited by various factors and was not equally available to all groups. Over the past 200 years, attempts have been made to expand democracy and increase citizen participation in gov.

In doc. 7 it talks about how African Americans were given the right to vote. Giving people the right to vote is a big step because that means they are choosing the people that lead their country. They are choosing their own future.

In doc. 6 it talks about women's suffrage. Many women did not have rights but over time they have been getting more and more. Women in the west had more rights than

women in the east ~~was~~

There were many factories
~~so~~ so it provided a lot
of jobs. but these jobs
were dangerous and had
very low pay. They would
make young children work.
~~cases~~

Anchor Level 1-B

The response:

- Minimally develops the task
- Is descriptive (giving people the right to vote is a big step because that means they are choosing the people that lead the country; many women did not have rights but over time they have been getting more and more; women in the west had more rights than women in the east)
- Includes minimal accurate information from document 6
- Presents no relevant outside information
- Includes few relevant facts, examples, and details; includes an inaccuracy (Document 7: African Americans were given the right to vote)
- Demonstrates a general plan of organization; includes an introduction that copies the historical context and an irrelevant conclusion

Conclusion: Overall, the response fits the criteria for Level 1. A limited understanding of document information is demonstrated, especially in the misinterpretation of document 7. General statements characterize the discussion about women's suffrage.

The United States slowly established a democratic republic. In yet democracy was limited in many ways for example the equality among race & gender. However many attempts have been made to spread democracy world wide.

In Document 2 it shows the everyday person could have an input in government. ~~with~~ with the direct participation in govt it shows the growth of democracy. In Document 4 Wendell Phillips wrote a letter in general to all African Americans, in now they should learn how to read write. He wanted them to do all of this because then they were qualified to vote. Two proposals that expanded the people's control was that they were allowed to elect US senators & nominate electives for president (Doc 5b).

womens rights was a very important subject in the 1900's to 1920's it soon & eventually came to an end with slow movements

The ~~the~~ ~~first~~ ~~adopted~~ adopted women's rights before any other part of the country. (Doc 6.). Lyndon B Johnson made it necessary for voting rights, this was because it allowed men + women to register + vote no matter skin color, young men + women vote due to 26th amendment. Many Amendments were in benefit to the spread of democracy. (Doc 8).

As you can see various factors impacted the spread of democracy. The US still today tries to spread this government practice through out the world.

In the year 1776, many Americans dreamed a new dream. They decided that they would rather be independent than be ruled by a monarchy; that they would rather govern themselves than be governed from so far away. In one piece of parchment, every man and woman seemed to be included in the famous line "We the people." However, once the United States was established as a Democratic Republic, restrictions were placed as to the meaning of "people." Over the next two centuries, many decisions were made to exclude those who were not considered ~~peo~~ people.

At the very beginning of the history of the United States, suffrage was extremely limited: only land owners were given the right to vote in 10 out of 13 states (Document 1a). It was during the Jacksonian Era that strides were made to expand democracy: many more men were given the right to vote in the election of 1828 as suffrage requirements were lowered (Doc. 2). Although this may seem a small step by today's standards, it was enormous during its time considering how much stricter voting laws were. Logically, the next big step would be to give all women the right to vote. At Seneca Falls, New York, women used the ideas of the Declaration of Independence to demand the right to vote. However, this demand was controversial and did not happen until 1920 with the ratification of the 19th Amendment. Prior to that, only select states gave women suffrage. Western states were first to enfranchise women because of the impact women had on society there (Document 6). Women in the west not only took care of children but also helped take care of the land. Many eastern states followed.

Another major hindrance of democracy was the refusal to give African Americans the right to vote. Despite the long, cruel civil war, African Americans were still

severely restricted, especially as regards to voting. Many southern states in particular, used literacy tests to prevent blacks from voting. Some even had poll taxes, where blacks (the people who could least afford it at the time) had to pay to vote. It ~~was~~ was because of the possibility of ^{these} ridiculous laws that many people encouraged blacks to learn to read and write so they would eventually be given the right to vote (Document 4). Furthermore, many people pointed out that refusal to enfranchise blacks was contrary to the premise this nation was built on ^{in 1776.} (Document 3).

With the emergence of a new industrial economy in the late 1800s came a new block to democracy. Many business owners and party bosses had accumulated such great power that they began having a negative effect on politics and democracy. This became an age of bribery and corruption. Many politicians took bribes and large campaign donations from trusts (Doc. 5a) and in effect the monopolists had a significant impact on legislation/government. During the Progressive Era, many leaders preached that bribery was wrong and laws were passed to end corrupt practices and spread democracy. (Doc 5b)

In conclusion, there were many obstacles in the way of true democracy. Many were overcome throughout United States history, especially regarding suffrage. However, there is always more that can be done to protect and extend democratic principles.

The issue of democracy has always been a *de jure* v. *de facto*. Many laws have stated people's democratic rights and advocated for equality, but were not enforced. Women, and blacks endured for a long time before such laws were enforced.

The process of voting, seen as a herald of democracy, was not always democratic. First, only white men with land could vote. But as the years went on, the number of states that had property requirements decreased (doc 1a). As new states were formed in the West, property qualifications were dropped. ~~With~~ Andrew Jackson's campaign rhetoric of being an advocate of the "common man" helped him gain the support of the poorer white folk, who were now allowed to vote. So even though most white men could vote by the 1850s what about blacks? And women?

It seemed as if black men might be the next group to gain suffrage. After the Civil War and blacks were free, the 15th amendment was passed. It stated that all black men could vote, but it was met with opposition. In the South, they placed a poll tax, which many blacks couldn't afford. They also created the Grandfather clause, which allowed you to vote only if your grandfather did, but most black grandfathers could not, since they were slaves. There was also a literacy test, and many blacks couldn't read, which was what Wendell Phillips advocated allowing blacks to learn. (doc 4) Of course, free blacks

in the North had for a long time demanded the right to vote. Even before the Civil War they held a convention in New York on suffrage (doc 3). This issue would arise again during the Civil Rights movement, and that was when LBJ asked Congress to pass the Voting Rights Act of 1965, which got rid of voting restrictions. Unlike previous legislation, this one was enforced by the federal government. It also took women a long time to gain the right to vote. They also held conventions, such as the Seneca Falls convention, but their complaints were not taken seriously. Gradually the western states allowed women to vote, due to those states having small populations and they wanted more women to settle there so they'd have more votes. (doc 6) But finally in 1920 the 19th amendment was passed, which guaranteed women in all states the right to vote.

Both blacks and women eventually gained the right to vote. But this is just one place they are equal with white men. Other issues faced both groups, like equality of jobs, requiring more civil rights legislation and affirmative action. But even so, some positions are still restrictive, for example, equal pay continues to be an issue in some companies. The fight goes on.

The expansion of democracy has been very important to the development ~~in~~ of America over the years.

In doc. 7 it states that if this country was to thrive it has to be rooted in democracy.

AND it has been and that is why it flourished, but as seen in docs 3 and 5 there are some times not always equal rights for people and businesses. There are also times when the united states recognises its mistake and corrects it like the 18th amendment as seen in docs. 6 and 9.

There has been many times in history that democracy has been expanded and improved upon and these documents are just a few examples.

When the U.S. Constitution was first drafted, the first goals were to establish an effective government and allow citizens to be somewhat involved in the way the government functions. The simplest and most obvious way to participate is through voting, yet initially, restrictions were placed on who had this right because many feared handing over power to those who may be undeserving. However, as the vision of the equal citizen grew, these restrictions generally decreased, thus expanding the democracy of our nation. While the level of democracy fluctuated, continual efforts have been made to promote the belief that "Every American citizen must have an equal right to vote" (Document D).

Since people choose the leaders that will represent them by voting, the government used to only represent white, land-owning males. This lasted until the shift from upperclass rule to ordinary citizen participation of Andrew Jackson's presidency as property requirements for voting changed (Document I). The belief of wider popular suffrage increased, and in Jackson's case, the need to appeal to a wider range of voters to guarantee election to office became more common. Jacksonian Democracy, used to describe the active campaigning and appeal to the "common people" opened the doors for more people to become involved, since their concerns were being addressed directly. The farmers, planters, and laborers started to become active voters, as shown in (Document L). Thus, more people were being represented and the true meaning of democracy was applying to more citizens.

Since the right to vote was not yet granted to all, equally, efforts were made to do so. Also, efforts to make voting apply to other aspects of the government was important, especially to the Progressive Party. Progressives wanted to give more power to people in government and decrease the power of big business in government. Document 5b lists their proposals, like direct election of senators and direct election of delegates to national conventions that allow the people to have a greater say about who is in office. The fact that these proposals have become policy today shows how democratic participation has the potential to increase so long as the people exercise their right to vote.

One of the greatest movements for equality, which democracy advocates, was the Women's Suffrage Movement. Although not a quick or easy achievement, the right to vote for women was finally secured in the 1920s. Document 6 shows the regional differences in declaring woman's suffrage. Since most of the West had equal suffrage for women before 1920, it can be inferred that the adherence to democracy in the West was stronger than in other parts of the nation. The West was newly inhabited and frontier life stressed equality. Also, some western territories wanted to attract more women and increase their population. Because of this, we can see that the expansion of democracy for women followed but varied regionally.

Although, today, all citizens over the age of 18 are permitted to vote regardless of income, property, race, or gender, democracy has more room for expansion. Any way that people can become more involved in the government that serves them helps democracy grow in our nation. Document 8 discusses "our young people's dedication to a system of government whose Constitution permits ordered change," but it is all voters, not just

Document-Based Essay—Practice Paper – E

the young ones, who need to have this dedication in order for our democratic government to function efficiently. Most importantly, the only way to protect the progress that has been made is to be an active, informed voter.

Practice Paper A—Score Level 1

The response:

- Minimally develops the task
- Is descriptive (the everyday person could have an input in government with direct participation; people were allowed to elect United States senators; it allowed men and women to register and vote no matter their skin color; many amendments benefited the spread of democracy)
- Includes minimal information from documents 2, 5, 7, and 8; misinterprets documents 4 and 6
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (Lyndon B. Johnson; young men and women; 26th amendment); includes an inaccuracy (the East adopted women’s rights before any other part of the country)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Attempts are made to connect unrelated pieces of document information resulting in the presentation of isolated facts. However, the recognition of democracy’s limitations indicates a partial understanding of the task.

Practice Paper B—Score Level 3

The response:

- Develops the task with little depth by discussing the expansion of democracy in United States history
- Is more descriptive than analytical (lowering of suffrage requirements was enormous during its time considering how much stricter voting laws were; many people encouraged blacks to learn to read and write so they would eventually be given the right to vote; many people pointed out that refusal to enfranchise blacks was contrary to the premise this nation was built on in 1776; many business owners and party bosses began having a negative effect on politics and democracy, resulting in an age of bribery and corruption; the monopolists had a significant impact on legislation and government; during the Progressive Era, laws were passed to end corrupt practices and spread democracy)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (when the United States was established, restrictions were placed as to the meaning of “people” in the Constitution; at Seneca Falls, New York, women used the ideas of the Declaration of Independence to demand the right to vote; suffrage for women was controversial and did not happen until 1920 with the ratification of the 19th amendment; many Southern States used literacy tests to prevent blacks from voting; some Southern States had poll taxes where blacks had to pay to vote)
- Includes some relevant facts, examples, and details (only landowners given the right to vote in 10 out of 13 states; more men given the right to vote in the election of 1828; only select states gave women suffrage)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Document information is tied to the outside information; however, further explanation would have strengthened the response.

Practice Paper C—Score Level 3

The response:

- Develops the task with little depth by discussing the expansion of democracy in United States history
- Is more descriptive than analytical (the process of voting, seen as a herald of democracy was not always democratic; Andrew Jackson’s campaign rhetoric about the common man gained the support of the poorer white folk who were now allowed to vote; there was a literacy test and many blacks could not read; free blacks in the North had for a long time demanded the right to vote; demands for black suffrage would rise again during the civil rights movement and that was when Johnson asked Congress to pass the Voting Rights Act of 1965; the right to vote was just one place where blacks and women became equal to white men)
- Incorporates some relevant information from documents 1, 2, 3, 4, 6, and 7
- Incorporates relevant outside information (the 15th amendment stated that all black men could vote, but it was met with opposition; in the South, states placed a poll tax which many blacks could not afford; states also created the grandfather clause, which allowed you to vote only if your grandfather did and black grandfathers could not since they were slaves; the Voting Rights Act was enforced by the federal government; women held conventions such as Seneca Falls; the 19th amendment was passed, which guaranteed women the right to vote; issues such as equality of jobs and affirmative action faced both women and African Americans)
- Includes some relevant facts, examples, and details (only white men with substantial land could vote; as new states were formed in the West, property qualifications dropped; free blacks convention in New York; western states allowed women to vote)
- Demonstrates a satisfactory plan of organization; includes an introduction that states that the issue of democracy has always been about de jure vs. de facto and a conclusion that states other issues face both groups

Conclusion: Overall, the response fits the criteria for Level 3. The concept that actual practices in the United States ran counter to democracy is well supported in the discussion of African American suffrage but is less so in the treatment of property qualifications and women’s suffrage. The response acknowledges the continuation of equality issues after gaining suffrage in the case of both African Americans and women.

Practice Paper D—Score Level 0

The response:

Fails to develop the task; refers to the theme in a general way

Conclusion: Overall, the response fits the criteria for Level 0. A phrase is copied from document 7, an oblique reference is made to documents 3 and 5, and an incorrect amendment is cited as the basis of documents 6 and 8. However, no understanding of the expansion of democracy in the United States is demonstrated.

Practice Paper E—Score Level 4

The response:

- Develops the task by discussing the expansion of democracy in United States history
- Is both descriptive and analytical (the simplest and most obvious way to participate in government is through voting; as the vision of the equal citizen grew, voting restrictions generally decreased thus expanding the democracy of our nation; representation shifted from upper class rule to ordinary citizen participation in Andrew Jackson’s presidency as property requirements for voting changed; Jacksonian democracy opened the doors for more people to become involved since their concerns were being addressed directly; more people were being represented and the true meaning of democracy was applying to more citizens; Progressive proposals would allow people to have a greater say about who is in office; although women’s suffrage was not a quick or easy achievement, the right to vote for women was finally secured in the 1920s; since most of the West had equal suffrage for women before 1920, it can be inferred that adherence to democracy in the West was stronger than in other parts of the nation; today all citizens over the age of 18 are permitted to vote regardless of income, property, race, or gender; any way that people can become more involved in the government that serves them helps democracy grow in our nation)
- Incorporates relevant information from documents 1, 2, 5, 6, 7, and 8
- Incorporates relevant outside information (when the United States Constitution was first drafted, the first goals were to establish an effective government and allow citizens to be somewhat involved in the way the government functions; restrictions were placed on who had the right to vote because many feared handing over power to those who may be undeserving; the Progressive Party wanted to give more power to people in government and decrease the power of big business in government; frontier life stressed equality; some western territories wanted to attract more women and increase their population)
- Supports the theme with relevant facts, examples, and details (farmers, planters, and laborers become active voters; direct election of senators; direct election of delegates to national conventions)
- Demonstrates a logical plan of organization; includes an introduction that gives an overall view of the expansion of voting rights to American citizens and a conclusion that encourages all citizens over 18 to become involved in the government to protect the progress made

Conclusion: Overall, the response fits the criteria for Level 4. Although documents are extensively utilized, the application of voting as an aspect of democratic change and the critical appraisal of western democracy demonstrate a good analytical understanding of the nuances of the expansion of democracy.

United States History and Government Specifications August 2011

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Geography: Development of the United States; Human Systems; Environment	Standards 1, 3, 4, and 5: United States and New York History; Geography, Economics; Civics, Citizenship, and Government
Document-based Essay	Government; Citizenship; Change; Civic Values; Constitutional Principles; Reform Movements; Diversity	Standards 1, 3, 4, and 5: United States and New York History; Geography, Economics; Civics, Citizenship, and Government

Notes:

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

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

The *Chart for Determining the Final Examination Score for the August 2011 Regents Examination in United States History and Government* will be posted on the Department's web site at: <http://www.p12.nysed.gov/apda/> 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.