

FOR TEACHERS ONLY

The University of the State of New York
REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

VOLUME
1 OF **2**
MC & THEMATIC

Wednesday, January 23, 2019 — 9:15 a.m. to 12:15 p.m., only

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

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

Scoring the Part I Multiple-Choice Questions

Follow the procedures set up by the Regional Information Center, the Large City Scanning Center, and/or the school district for scoring the multiple-choice questions. **If the student's responses for the multiple-choice questions are being hand scored prior to being scanned, the scorer must be careful not to make any marks on the answer sheet except to record the scores in the designated score boxes. Any other marks on the answer sheet will interfere with the accuracy of scanning.**

Multiple Choice for Part I Allow 1 credit for each correct response.

Part I			
1 2	13 4	26 1	39 3
2 4	14 4	27 3	40 1
3 1	15 3	28 2	41 4
4 2	16 2	29 3	42 2
5 1	17 2	30 4	43 2
6 3	18 3	31 1	44 3
7 1	19 1	32 1	45 4
8 4	20 4	33 4	46 1
9 3	21 3	34 3	47 2
10 1	22 4	35 3	48 1
11 3	23 3	36 4	49 2
12 2	24 2	37 1	50 4
	25 2	38 1	

Contents of the Rating Guide

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

- Scoring Key

For **Part II** (thematic) essay:

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

General:

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

Mechanics of Rating

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

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.

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

United States History and Government
Content-Specific Rubric
Thematic Essay
January 2019

Theme: Government Actions

Throughout United States history, the federal government has taken actions that have either expanded or limited the rights of individuals in the United States. These government actions have had significant political, social, and economic impacts on the nation.

Task: Choose *two* federal government actions that have expanded or limited the rights of individuals and for *each*

- Describe the historical circumstances that led to the government action
- Discuss the impact of the action on the United States and/or American society

You may use any government action that expanded or limited the rights of individuals from your study of United States history. Some suggestions you might wish to consider include the Indian Removal Act (1830), *Dred Scott v. Sanford* (1857), the 15th amendment (suffrage for African American males, 1870), *Plessy v. Ferguson* (1896), *Schenck v. United States* (1919), the 18th amendment (Prohibition, 1919), the 19th amendment (woman's suffrage, 1920), *Brown v. Board of Education of Topeka* (1954), the Civil Rights Act (1964), the Voting Rights Act (1965), and the 26th amendment (suffrage for 18-year-old citizens, 1971).

You are *not* limited to these suggestions.

Scoring Notes:

1. This thematic essay has a minimum of *four* components (for *each* of *two* federal government actions that have expanded or have limited the rights of individuals, discussing the historical circumstances that led to the government action **and** the impact of the action on the United States and/or on American society).
2. Examples of government actions that have expanded or have limited the rights of individuals must be federal government actions and not state or local government actions.
3. The historical circumstances that led to the government action may be discussed from a broad or narrow perspective, e.g., the Voting Rights Act of 1965 was the result of years of Southern practices that bypassed the 15th amendment or it was the result of Martin Luther King Jr.'s Selma-to-Montgomery march.
4. A description of the federal government action may or may not be included as part of the historical circumstances or the impact.
5. A federal government action that is selected may be used as historical circumstances for a later action as long as additional information is also included for the second action, e.g., *Plessy v. Ferguson* established the "separate but equal" doctrine challenged by Linda Brown, who had been refused entrance to Topeka's "whites-only" school.
6. Actions with similar impacts may be discussed as long as the response includes distinct and separate information for each action, e.g., *Brown v. Board of Education of Topeka* and the Civil Rights Act of 1964 both banned segregation but the *Brown* decision was limited to public education while the Civil Rights Act dealt with the integration of all public facilities.
7. The response may discuss the impact of the government action from any perspective as long as the position taken is supported by accurate facts and examples.
8. The impact of the action may be immediate or long term.
9. The discussion of the impact of the action does not need to identify whether the action expanded or limited the rights of individuals as long as it is implied in the discussion.
10. If more than two federal government actions that have expanded or have limited the rights of individuals are discussed, only the first two actions may be scored. However, an additional action may be mentioned as historical circumstances or as an impact of the selected action.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth for **each** of **two** federal government actions that have expanded or have limited the rights of individuals, discussing the historical circumstances that led to the government action **and** the impact of the action on the United States and/or on American society
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Plessy v. Ferguson*: connects the 14th amendment’s “equal protection” clause and the Jim Crow laws that maintained white supremacy to the Supreme Court decision that established the “separate but equal” doctrine for railway cars resulting in the erosion of rights promised to African Americans by the Civil War amendments, decades of inferior public facilities, and a century of second-class citizenship; *19th amendment*: connects the failure of the 15th amendment to give women suffrage, Susan B. Anthony’s lifelong battle for the vote, and efforts of Progressive suffragists during World War I to the ratification of the 19th amendment that enfranchised women giving them a voice in legislative agendas, access to elective offices, and Hillary Clinton nearly winning the presidency in 2016
- Richly supports the theme with many relevant facts, examples, and details, e.g., *Plessy v. Ferguson*: Reconstruction; racism; Louisiana trains; Justice Harlan’s dissent; “colored only”; separate bathrooms, schools, drinking fountains; Booker T. Washington; *Brown v. Board of Education of Topeka*; Civil Rights Act of 1964; *19th amendment*: Seneca Falls Convention; Anthony’s arrest and conviction for voting; women’s wartime efforts; President Woodrow Wilson; picketing the White House; rallies; Carrie Chapman Catt; Alice Paul; League of Women Voters; *Roe v. Wade*; glass ceiling; women holding over 20 percent of congressional seats; Nancy Pelosi; Kirsten Gillibrand; record number of female candidates in 2018
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing one government action more thoroughly than the other *or* by discussing one aspect of the task less thoroughly than the others
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Plessy v. Ferguson*: discusses how Southern states passed Jim Crow laws to segregate the races and how Homer Plessy was arrested for sitting in a “whites only” railroad car, leading the Supreme Court to establish the “separate but equal” doctrine that relegated African Americans to inferior public facilities and second-class citizenship for over half a century; *19th amendment*: discusses how the Progressive goal of expanding citizen participation in government and suffragists’ efforts during World War I led to the ratification of the 19th amendment that enfranchised over half the population and enabled a woman to win a major party’s nomination for president in 2016
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

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

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

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

The Alien and Sedition Acts and the Supreme Court case of Brown v. Board of Education of Topeka were two actions by the federal government which affected the rights of individuals. The Alien and Sedition Acts limited individual rights and were political in purpose, intended to decrease the influence of the Democratic-Republican party. These acts caused greater concern over the power of the Federal government. The Supreme Court decision in Brown v. Board of Education expanded the rights of individuals and resulted in greater racial equality in American society.

In order to diminish the growing power of Jefferson's Democratic-Republican party that favored the French, the Federalists chose to pass the Alien and Sedition Acts while they still controlled Congress and the Presidency, taking advantage of the anti-French furor over the XYZ affair, claiming that the acts protected national security. Democratic-Republicans received much of their support from immigrants, and the Alien Act made the immigration process more difficult by extending the number of years an alien had to live in the United States before becoming a citizen in order to decrease support for the party. Also, one provision gave President Adams the power to expel any foreigner he deemed dangerous, meaning those who spoke against him. The Sedition Act punished people who criticized the Federalist-dominated government, and it limited individual liberties by encroaching on the First Amendment right of freedom of speech and the press. This increased concern over the greater power granted to the federal government by the new, untested Constitution and motivated the Republicans to strongly advocate for individual rights. Thomas Jefferson and James Madison pushed through the Kentucky

and Virginia Resolutions which nullified the Alien and Sedition Acts, raising the question of whether or not states had the right to judge the constitutionality of acts passed by Congress. The Alien and Sedition Acts were repealed or expired after the peaceful transfer of power to the Republicans in 1800. However, even today the idea of silencing free speech and press under the pretext of protecting national security continues to suppress dissent.

In 1954, the year of the Supreme Court decision on Brown v. Board of Education of Topeka, the activist Warren Court was becoming increasingly liberal when it came to individual rights. While there was a general conservative consensus concerning foreign and economic affairs during the 1950s, the civil rights movement was only beginning. Linda Brown was a young student forced to go to a segregated black school, even though a whites-only school was located much closer. This unequal pattern existed throughout the South and various black parents challenged it through Thurgood Marshall and the NAACP. Brown v. Board of Education expanded individual rights by abolishing the “separate but equal” doctrine established in 1896 by Plessy v. Ferguson. Warren cited psychological studies using dolls representing different races to argue that separate schools for children who were not Caucasian were inherently unequal and therefore in violation of the 14th amendment’s equal protection clause. A white backlash ensued in the South and private school enrollment dramatically increased, as did KKK membership.

While this action promised greater equality in American society, its impact was gradual. The decision called for integration with “all deliberate speed,” and this ambiguous wording allowed local

Anchor Paper – Thematic Essay—Level 5 – A

governments to delay and fight integration. In Little Rock, Arkansas governor Faubus used Arkansas troops to maintain segregation. African American students were threatened by angry white mobs when they tried to enter the whites only high school. It took federal troops ordered by President Eisenhower to enforce the Brown decision in Little Rock. All institutions did eventually comply and the decision was a great step forward for racial equality in American society because it was an important catalyst for tearing down racial barriers in all public facilities. The decision helped energize the Civil Rights Movement, with Rosa Parks and Martin Luther King Jr. leading the fight for equal public accommodations.

The Alien and Sedition Acts limited individual freedom of expression and increased concern about the power of the federal government. The Supreme Court decision in the Brown v. Board of Education of Topeka case was an expansion of individual rights and resulted in greater social equality in the United States.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the Alien and Sedition Acts and for *Brown v. Board of Education of Topeka*
- Is more analytical than descriptive (*Alien and Sedition*: in order to diminish the growing power of Jefferson’s Democratic-Republican party that favored the French, the Federalists chose to pass the Alien and Sedition Acts while they still controlled Congress and the presidency; one provision gave President Adams the power to expel any foreigner he deemed dangerous, meaning those who spoke against him; Sedition Act punished people who criticized the Federalist-dominated government, and it limited individual liberties by encroaching on the first amendment right of freedom of speech and the press; increased concern over the greater power granted to the federal government by the new, untested Constitution and motivated the Republicans to strongly advocate for individual rights; raising the question of whether or not states had the right to judge the constitutionality of acts passed by Congress; even today, the idea of silencing free speech and press under the pretext of protecting national security continues to suppress dissent; *Brown*: activist Warren Court was becoming increasingly liberal when it came to individual rights; unequal pattern existed throughout the South and various black parents challenged it; expanded individual rights by abolishing the “separate but equal” doctrine established in 1896 by *Plessy v. Ferguson*; Warren cited psychological studies using dolls representing different races to argue that separate schools for children who were not Caucasian were inherently unequal; decision called for integration “with all deliberate speed,” and this ambiguous wording allowed local governments to delay and fight integration; it took federal troops ordered by President Eisenhower to enforce the *Brown* decision in Little Rock; important catalyst for tearing down racial barriers in all public facilities; decision helped energize the civil rights movement)
- Richly supports the theme with many relevant facts, examples, and details (*Alien and Sedition*: support from immigrants; James Madison; Kentucky and Virginia Resolutions; nullified; repealed or expired; peaceful transfer of power; *Brown*: conservative consensus; civil rights movement; 14th amendment; equal protection clause; Linda Brown; Thurgood Marshall; NAACP; white backlash; private school enrollment; Ku Klux Klan membership; Governor Faubus; angry white mobs; Rosa Parks; Martin Luther King Jr.)
- Demonstrates a logical and clear plan of organization; includes an introduction and conclusion that recognize the Alien and Sedition Acts limited individual rights while *Brown* expanded individual rights and resulted in greater social equality

Conclusion: Overall, the response fits the criteria for Level 5. The response includes strong details and analysis in its discussion of two controversial federal government actions and the opposition prompted by each.

Since its inception, the United States government has always taken actions that it has felt to be necessary. Some of these actions have involved the expansion or limitation of the rights of individuals, and have created political, economic, and social impacts on the nation.

One action the U.S. government took that limited the rights of individuals was President FDR's executive order to place Japanese-Americans along the west coast into internment camps. This action was not without reason however. In the 1930s, Japan seized Manchuria and outraged Americans when it attacked a United States gunboat. A few years later, Japan, controlled by a military clique, joined the Axis powers and conquered much of the Pacific, including Indochina. There was little panic about Japanese aggression until the Japanese attacked the Pearl Harbor, Hawaii naval base on December 7, 1941. This attack created an immediate war hysteria especially about the idea of Japan being able to launch a surprise attack on the U.S. again. The next day President Roosevelt called for a declaration of war and Americans mobilized to stop Japan. So, in an act to protect national security, prevent sabotage or espionage, and possibly keep Japanese-Americans safe from angry mobs, thousands of Japanese-Americans were placed in internment camps. Roosevelt's order included all people of Japanese ancestry on the West coast, even U.S. citizens. Although the action was justified at the time to protect national security, this action greatly impacted tens of thousands of innocent Japanese-Americans who lost everything without due process. When leaving, they left behind homes, businesses, and friends, which in most cases would never be recovered. Being in those camps was not pleasant either. While for the most part being allowed to govern themselves and

educate the children, Japanese-Americans were still kept under armed guard, were not allowed to leave, and were sometimes not given the right amount of resources. They were being kept prisoners and were punished for crimes they were not formally charged with, which critics said was a violation of the 5th amendment. Even the Supreme Court upheld their confinement in *Korematsu vs. United States*. The actions of the U.S. government during the recent war on terror show that national security issues are still more important than the rights of individual members of suspect groups.

One action the U.S. government took that expanded the rights of individuals was the Supreme Court decision of *Brown vs. Board of Education Topeka*, which determined that segregation in schools was illegal and that desegregation should take place. After the Civil War, southern states faced military occupation and were forced to allow former slaves greater rights. But as soon as Reconstruction ended and the federal troops left, they rushed to restore white supremacy by passing Jim Crow laws and there was strict segregation between white and black citizens throughout the South. This would include sitting in designated places in diners or vehicles, and all other public facilities. When segregation was challenged in *Plessy vs. Ferguson*, the Supreme Court affirmed that segregation was legal under the 14th amendment as long as it was "separate but equal." However, views changed after WWII and when *Brown vs. Board* arose, the Supreme court ruled differently, unanimously declaring that school segregation was illegal. The NAACP's victory in this case marked the beginning of a significant Civil Rights movement. Nevertheless, there was still great opposition to desegregation of schools in the

Southern states. Such a case was the Little Rock Nine, who were barred from attending a previously all-white school until President Eisenhower sent federal troops to escort them. When the Arkansas state government defied the desegregation order in the Brown decision, Eisenhower used his power as commander in chief to enforce the law. Soldiers stayed with the nine students for the whole school year and prevented further violence against them. Integrating public schools like Little Rock Central HS was a long and difficult struggle because of entrenched racism. This is a government action that expanded the rights of individuals, because it helped black Americans get equal educational opportunities.

As time goes on, the U.S. government will always take action it feels are necessary. Some of these actions have been judged by history as wrong, such as the internment of Japanese Americans, while some, such as Brown, are judged to be right.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for Japanese American internment and for *Brown v. Board of Education of Topeka*
- Is more analytical than descriptive (*internment*: Japan, controlled by a military clique, joined the Axis powers and conquered much of the Pacific, including Indochina; attack created an immediate war hysteria, especially about the idea of Japan being able to launch a surprise attack on the United States again; in an act to protect national security, prevent sabotage or espionage, and possibly keep Japanese Americans safe from angry mobs, tens of thousands of Japanese Americans were placed in internment camps; they left behind homes, businesses, and friends, which in most cases would never be recovered; they were being kept prisoners and were punished for crimes they were not formally charged with, which critics said was a violation of the fifth amendment; actions of the United States government during the recent war on terror show that national security issues are still more important than the rights of individual members of suspect groups; *Brown*: as soon as Reconstruction ended and the federal troops left, they rushed to restore white supremacy by passing Jim Crow laws and there was strict segregation; would include sitting in designated places in diners or vehicles and all other public facilities; in *Plessy v. Ferguson*, the Supreme Court affirmed that segregation was legal under the 14th amendment as long as it was “separate but equal”; views changed after World War II and when *Brown v. Board of Education* arose, the Supreme Court ruled differently, unanimously declaring that school segregation was illegal; NAACP’s victory in this case marked the beginning of a significant civil rights movement; integrating public schools like Little Rock Central High School was a long and difficult struggle because of entrenched racism)
- Richly supports the theme with many relevant facts, examples, and details (*internment*: President Franklin Delano Roosevelt’s executive order; seized Manchuria; attacked a United States gunboat; Pearl Harbor, Hawaii, naval base; December 7, 1941; declaration of war; West Coast; citizens; protect national security; without due process; under armed guard; *Korematsu v. United States* decision; *Brown*: Civil War; military occupation; Little Rock Nine; President Eisenhower; sent federal troops; Arkansas state government; commander in chief; enforce the law; whole school year)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that states some government actions are judged by history as wrong and some are judged to be right.

Conclusion: Overall, the response fits the criteria for Level 5. The response makes a good connection between Japanese American internment during World War II and the current war on terror. The impact of *Brown v. Board of Education of Topeka* on efforts to integrate public education is also thoughtfully developed.

Over the years, the United States government has taken various actions that often benefitted the lives or limited the rights of individuals who reside in the United States. These actions are often affecting people of different nationalities and color. They, the actions taken by the government, have also strongly impacted the nation's political, social, and economic ways.

Brown v. Board of Education of Topeka was one of the many government actions taken. This ruling impacted the African American community and changed their lives for the better by reversing the racist Supreme Court decision in *Plessy v. Ferguson* so that it didn't apply to schools. For years upon years, even after slavery was long gone, African American citizens had to endure all the limitations that Jim Crow segregation so "kindly" provided for them under the "separate but equal" excuse. There were whites only bathrooms, water fountains, and public buildings that African Americans could not enter. They were only allowed to enter the public facilities that were designated for them, and they were rarely "equal". The segregated bathrooms weren't even the worse part. It was the schools. The schools were also subject to segregation and African-American students were badly affected by the terrible reality of separate and very unequal school systems. The schools for whites were modern, clean, and had many classrooms. Whereas, the colored-only schools had limited resources and crowded classrooms. *Brown v Board of Education of Topeka* was a ruling that put an end to all of these legal limitations. It made segregation in schools illegal and ordered segregated schools to integrate. This ruling was something that many whites-only schools avoided but the federal government made sure

that it was followed. For example, with the Little Rock Nine. Nine black students were sent to attend a highschool in Little Rock, Arkansas. They were the first black students to attend that high school. The Arkansas governor went against the Brown v. Board of Education ruling and refused to let these students in. Then, President Eisenhower sent troops to Little Rock to ensure that these students were able to safely attend the highschool accompanying them every day of the entire school year. Brown v. Board of Education of Topeka was a ruling that changed the lives of African-American students in all parts of America and expanded their rights for education but the struggle for full equality had just begun.

Another action taken by the federal government was, Executive Order 9066. The attack on Pearl Harbor by the Japanese is the reason behind 9066. It was also the reason the United States entered World War II. Pearl Harbor made Americans wary and fearful. They feared that the Japanese-Americans were working with Japan as spies in order to sabotage the United States. Executive Order 9066 was largely a result of this fear but was also part of a long history of nativism aimed at Asians on the west coast. The United States utilized 9066 to take action against Japanese-Americans on the coast, even those who were born here. Through the use of 9066, Japanese-Americans were forced out of their homes and into internment camps without due process. They were told that they had to give up their homes, their jobs, and basically their whole life for the safety of the United States. Internment camps were much like prisons. They had to make a new life for themselves there and were not allowed to leave. Many people thought these were actions of racism since Japanese-Americans weren't

Anchor Paper – Thematic Essay—Level 4 – A

the only “enemy” nationalities that resided in the U.S. German-Americans and Italian-Americans also resided in the United States. No actions were taken against them though their “home countries” were allied with Japan. Executive Order 9066 limited the rights of Japanese-Americans and had many impacts on the nation. In the 1980s, the U.S. finally apologized for its action. In statements and with payments to survivors, the U.S. admitted that the internment was completely wrong.

In conclusion, *Brown v. Board of Education of Topeka* and Executive Order 9066 were both actions of the federal government that greatly affected the American Society. Japanese-Americans and African-Americans, in particular, had endured both the limitations and benefits of these actions. They were both actions taken on the account of race but either way, they greatly affected the action politically, socially, and economically.

Anchor Level 4-A

The response:

- Develops all aspects of the task for *Brown v. Board of Education of Topeka* and for Executive Order 9066
- Is both descriptive and analytical (*Brown*: changed their lives for the better by reversing the racist Supreme Court decision in *Plessy v. Ferguson* so that it didn't apply to schools; even after slavery was long gone, African Americans had to endure all the limitations that Jim Crow segregation so "kindly" provided for them under the "separate but equal" excuse; schools were also subject to segregation and African American students were badly affected by the terrible reality of separate and very unequal school systems; ruling was something that many whites-only schools avoided, but the federal government made sure that it was followed; Arkansas governor went against the *Brown v. Board of Education* ruling and refused to let these students in; expanded their rights for education but the struggle for equality had just begun; *Order 9066*: Pearl Harbor made Americans wary and fearful; feared that the Japanese Americans were working with Japan as spies in order to sabotage the United States; part of a long history of nativism aimed at Asians on the West Coast; forced out of their homes and into internment camps without due process; had to give up their homes, their jobs, basically their whole life for the safety of the United States; had to make a new life for themselves there and were not allowed to leave; many people thought these were actions of racism since Japanese Americans were not the only "enemy" nationalities that resided in the United States; in the 1980s the U.S. finally apologized; in statements and with payments to survivors, the U.S. admitted that the internment was completely wrong)
- Supports the theme with relevant facts, examples, and details (*Brown*: bathrooms; water fountains; public facilities were rarely equal; limited resources; crowded classrooms; Little Rock Nine; President Eisenhower sent troops; entire school year; *Order 9066*: those who were born here; much like prisons; German Americans; Italian Americans)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that observe both actions were racially motivated

Conclusion: Overall, the response fits the criteria for Level 4. The response uses some analysis to demonstrate understanding of the actions, but lacks the depth of detail and analysis found in higher level responses.

When America first became an independent nation, the belief in a government with limited power and limited responsibility, was strong. The government was meant to only act on behalf of the people when it was necessary. Over time, government has become more and more present in day to day life. Elected officials have had to take action to address problems and these actions have expanded or limited the rights of individual citizens of the United States. The actions taken in times of need have significantly effected American Culture Politically, Socially and economically. The 18th Amendment which allowed for the era of Prohibition and the Supreme Court Case Schenck vs. United States, both go against the individual rights of people but were seen by many as benefitting the majority of Citizens.

Leading up to the Age of Prohibition, a Temperance Movement, consisting mostly of women and religious members of society, had been active for decades. The Temperance Movement was supported by many churches as a way of reducing sin. They believed that the sale and possession of alcohol should be illegal in the U.S. It was believed that men would go to work in factories and earn a paycheck, and rather than using their money to provide for their families they would spend it on alcohol. By banning alcohol entirely the people of the Temperance movement thought American families would prosper and men would be less stressed about the finances which was often the cause of reckless and violent behavior. This effort gained more support during the Progressive Era. The bill for Prohibition passed through congress. By 1919 America had entered the Age of Prohibition.

The Age of Prohibition led to many changes in the country, politically, socially and economically. Due to the fact that alcohol was

banned it allowed for bootleggers to develop organized crime to satisfy America's thirst for alcohol. Since these underground companies were the only way to get alcohol, people were willing to pay a lot more and flaunt the law. Criminals like Al Capone profited greatly in this business. During the roaring twenties more money was being made and the economy was doing better than ever before. Socially, speakeasies became an important part of city life.

In the Volstead Act the government created a team of officers whose job was to try and discover these secret operations. This became part of the establishment of the FBI, but even they could not enforce the unpopular amendment.

Schenck vs the United States ultimately changed the course of history. In the bill of rights, American citizens are guaranteed freedom of speech under the First Amendment. In the past, government officials had often taken steps to limit dissent in the interest of national security. In 1917, when Woodrow Wilson asked Congress to declare war on Germany some critics said the war was only to protect American investments. This Supreme Court case questioned the rights of the individual to criticize the war effort in this manner. The Espionage and Sedition Acts made it illegal to obstruct or even criticize the war. As America was preparing to enter World War I, a socialist named Charles Schenck was arrested because he was mailing letters and protesting against the draft of American Men going into battle. He was charged with violating the Espionage Act, no one could challenge the war methods of the government. When he was eventually tried, he claimed that silencing him was a violation of his citizenship rights under the first Amendment. However, the Supreme

Anchor Paper – Thematic Essay—Level 4 – B

Court unanimously ruled that his speech posed a “clear and present danger” to American security which became the standard for limiting dissent during a national crisis.

In almost every war, some form of protest arises. Socially, this continues to create a rift between those who champion individual freedom and those who insist that national security is more important.

Anchor Level 4-B**The response:**

- Develops all aspects of the task but does so somewhat unevenly by discussing the 18th amendment less thoroughly than *Schenck v. United States*
- Is both descriptive and analytical (*18th amendment*: Temperance movement was supported by many churches as a way of reducing sin; men would go to work in factories and earn a paycheck, and rather than using their money to provide for their families they would spend it on alcohol; effort gained more support during the Progressive Era; bill for Prohibition passed through Congress; allowed for bootleggers to develop organized crime to satisfy America’s thirst for alcohol; *Schenck*: historically, government officials had often taken steps to limit dissent in the interest of national security; when Woodrow Wilson asked Congress to declare war on Germany, some critics said the war was only to protect American investments; Espionage and Sedition Acts made it illegal to obstruct or even criticize the war; Supreme Court unanimously ruled that his speech posed a “clear and present danger” to American security, which became the standard for limiting dissent during a national crisis; in almost every war, some form of protest arises; continues to create a rift between those who champion individual freedom and those who insist that national security is more important)
- Supports the theme with relevant facts, examples, and details (*18th amendment*: speakeasies; Al Capone; Roaring Twenties; Volstead Act; FBI; unpopular amendment; *Schenck*: Bill of Rights; first amendment; 1917; World War I; socialist; protesting against the draft)
- Demonstrates a logical and clear plan of organization; includes an introduction that notes over time the government has become more present in the day-to-day lives of citizens and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 4. The case of *Schenck v. United States* is analyzed in some detail. The discussion of Prohibition is less detailed and would have benefitted from additional analysis and depth.

Ever since the creation of the United States, our federal government has taken action for and against the rights of the people. Often the actions target specific minorities. Two very significant government actions, the Indian Removal Act of 1830 and the 19th amendment, had significant impacts politically, economically and socially.

When most people are asked what action by president Andrew Jackson was immoral, they say it was the Indian Removal Act of 1830. The act specifically targeted Native Americans. Historically the Native Americans never quite got along with European settlers. Early on, they were never easily controlled because they knew how to fight and knew the land best. Earlier, many died during the Columbian exchange from harsh treatments and especially disease. By the time of the 7 years war, Britain was at war with France over territory in North America. Tribes generally with a few exceptions sided with the French. When the war was over, the Native Americans were really the biggest losers. While the British gained land beyond the Appalachians from France, people illegally crossed into it and settled. This led to more conflicts with Native Americans. After the U.S. was founded, people began to expand American territory with things like the Louisiana purchase. When Andrew Jackson was president, the Cherokee and other "advanced" tribes lived in and around Georgia. Around that time, it was discovered that there was fertile farmland, vast resources and precious materials. Since people were illegally going on the land Andrew Jackson wanted the Indians to move to avoid conflict. The Cherokees had challenged Georgia's attempts to control them, and won one case at the Supreme Court. Despite John Marshall ruling in favor of the Indians, President Jackson refused to

enforce it. The aftermath was that many Indians, as much as a quarter, died from the Indian Removal act by marching on the trail of tears. The political impact of the act was minor and Jackson received little criticism for not enforcing the supreme court decision.

Economically, while America acquired valuable land for growing cotton and became wealthier, the Native Americans became poorer and couldn't keep their ancestral lands and traditions. Most importantly, the Indians became outsiders living in what later became Oklahoma and even that was eventually opened to white settlement. These were the horrific consequences of the Indian Removal Act.

One other federal act which hugely impacted people was the 19th amendment. When America was founded, you could only vote if you were 21 years old, a landholder, and white. Slowly over time, all white men got the right to vote. After the Civil War, all slaves were freed and black men were finally able to vote according to the 15th amendment, although southern states fought this. The real losers were the women. Not even white women could vote. Many feminists like Susan B Anthony protested in order to be granted voting rights. Some states in the west, like Wyoming, permitted women to vote. During the Progressive movement, to increase citizen participation, the woman's suffrage movement gained strength. Some radicals like Alice Paul would even try to starve themselves in prison to bring attention to their cause but they were force fed. It wasn't until after the first world war that the 19th amendment was added. Politically, women took more power and steadily increased the role of government. Economically women are more independent, but they still don't have jobs that pay equal to men. Socially they have demanded the same respect given to

Anchor Paper – Thematic Essay—Level 4 – C

men. None of these recent changes would be possible if it weren't for women having a voice in the government.

When the 19th Amendment and Indian Removal Act were passed they affected specific groups hugely. The effects were shown politically, economically, and socially. While they both were actions by the Federal government, that doesn't mean they were beneficial actions.

Anchor Level 4-C

The response:

- Develops all aspects of the task for the Indian Removal Act and for the 19th amendment
- Is both descriptive and analytical (*Indian Removal*: never easily controlled because they knew how to fight and knew the land best; when Andrew Jackson was president, the Cherokee and other advanced tribes lived in and around Georgia; Cherokees had challenged Georgia's attempts to control them and won one case at the Supreme Court; despite John Marshall ruling in favor of the Indians, President Jackson refused to enforce it; many Indians, as much as a quarter, died from the Indian Removal Act by marching on the Trail of Tears; Indians became outsiders living in what later became Oklahoma and even that was eventually opened to white settlement; *19th amendment*: after the Civil War all slaves were freed and black men were finally able to vote according to the 15th amendment; some states in the West, like Wyoming, permitted women to vote; during the Progressive movement, to increase citizen participation, the women's suffrage movement gained strength; economically women are more independent but they still do not have jobs that pay equal to men; none of these recent changes would be possible if it were not for women having a voice in the government)
- Supports the theme with relevant facts, examples, and details (*Indian Removal*: Columbian exchange; disease; Seven Years War; over territory in North America; sided with the French; land beyond the Appalachians; Louisiana Purchase; cotton; ancestral lands and traditions; *19th amendment*: landholder; Susan B. Anthony; radicals like Alice Paul; starved themselves; prison; force fed; after the first world war)
- Demonstrates a logical plan of organization; includes an introduction and conclusion that are little more than a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response includes a brief review of unequal treatment of both Native Americans and women in United States history. It discusses the impact of the Indian Removal Act on the Cherokee but presents only generalizations about the impact of the 19th amendment on women.

Every move a government makes effects the society it governs. Governments can unite or separate people and every action by said government brings change to its people. Some actions have restricted or increased the rights of different individuals. The ratification of the 18th and 19th amendments by the United States government greatly impacted the rights of different individuals.

Women have struggled throughout time gaining rights to attain the freedom women deserve. In the mid 1800's Susan B. Anthony emerged as a civil rights activist that advocated for women's equality and voting rights. She made a profound impact on women of the U.S. at the Seneca Falls convention. Elizabeth Cady Stanton was another activist as well that spread hope for women accross the nation.

Anthony and Stanton were motivated and determined. Later, Cary Chapman Catt lobbied for women's voting rights state by state in a practical and business like manner that seemed more appealing to stereotypical prententious white males of the era. She explained how voting rights would be beneficial so women could increase their participation on educational, health and public service committees.

These different roles were very stereotypically female dominated.

Through extensive efforts of these powerful women's rights advocates, finally the 19th ammendment was added in 1920 which gave women the right to vote. This greatly impacted the nation because women could participate more in politics and in government which gave women a voice. Men and women's political statuses became more alligned. This struggle continued with the women's March on Washington after current president Donald Trump's innauguration.

Women felt their rights were again in jeopardy and so they were motivated to run for political office. Like Anthony, Stanton, and

Catt, women were heard. The 19th amendment expanded rights for women and was greatly beneficial.

The United States government's actions have not always been beneficial to the individual. The 18th amendment restricted individuals' rights to alcohol. By the late 1800s, many religious leaders and women began to blame alcohol for domestic violence, crime, and poverty. Frances Willard pushed for prohibition in the Women's Christian Temperance Union, more commonly known as the WCTU. Carrie Nation also advocated for prohibition after losing her husband to alcoholism. She would storm into bars across the country and chop the bars up with an axe. Many bars throughout the nation would put up signs that basically read "any nation welcome but Carrie". Local and state level efforts gained success, with many states in the South and Midwest adopting prohibition. Through extensive labor of pro-prohibition advocates, the 18th amendment was passed in 1919. The amendment impacted the nation because people were angry with the restriction of their rights to drink as they wish and chose to break the law in huge numbers. People would go to speakeasy's to drink in secret and the act ruffled feathers of many individuals in the United States. Bootleggers became popular as well.

Different individuals have greatly been impacted by the ratification of the 18th and 19th amendments by the United States government. The 19th amendment expanded voting rights of women and was very beneficial to society. The 18th amendment restricted different individuals' rights and caused citizens to secretly rebel by breaking the law. The two powerful amendments shaped society in the United States into what it is today.

Anchor Level 3-A

The response:

- Develops all aspects of the task in some depth for the 19th amendment and for the 18th amendment
- Is more descriptive than analytical (*19th amendment*: in the mid-1800s Susan B. Anthony emerged as a civil rights activist that advocated for women’s equality and voting rights; later, Carrie Chapman Catt lobbied for women’s rights state by state in a practical and businesslike manner that seemed more appealing to stereotypical pretentious white males of the era; through extensive efforts of these powerful women’s rights advocates, finally the 19th amendment was added in 1920; men and women’s political statuses became more aligned; struggle continued with the Women’s March on Washington after current President Donald Trump’s inauguration; women felt that their rights were again in jeopardy and so they were motivated to run for political office; *18th amendment*: by the late 1800s, many religious leaders and women began to blame alcohol for domestic violence, crime, and poverty; Frances Willard pushed for Prohibition in the Women’s Christian Temperance Union; many bars throughout the nation would put up signs that basically said “any nation welcome but Carrie”; people were angry with the restriction of their rights to drink as they wish and chose to break the law in huge numbers; people would go to speakeasies to drink in secret; bootleggers became popular); includes faulty analysis (*19th amendment*: she made a profound impact on women of the United States at the Seneca Falls Convention)
- Includes some relevant facts, examples, and details (*19th amendment*: Elizabeth Cady Stanton; educational, health, and public service committees; female dominated; *18th amendment*: alcoholism; chop the bars up; states in South and Midwest adopting Prohibition)
- Demonstrates a satisfactory plan of organization; includes an introduction and conclusion that state the 18th amendment restricted rights while the 19th amendment expanded rights

Conclusion: Overall, the response fits the criteria for Level 3. The response indicates ample knowledge of important women reformers but lacks the depth of a higher level paper.

During the entirety of United States history, the federal government has expressed great amounts of influence on the rights of the people. The 15th amendment, which allowed African American's to vote, and the Prohibition act of 1919 both had great effects on American Society.

The American Civil War was fought between the North and South between 1861 and 1865. Slavery was one of the long term factors that caused it. The 15th Amendment was passed in 1870, after the end of the Civil War, in order to give male African Americans the ability to vote. While they had also gotten their right to freedom and equal citizenship with the 13th and 14th amendment, these laws were difficult to enforce in practice. American Society - especially in the South, saw African Americans as unfit to have these rights. Black Codes, Jim Crow laws, the Grandfather Clause - all of these were preventing freedmen from claiming their new rights. Literacy tests that were almost impossible to pass were given to them to prevent them from voting. While the 15th amendment was passed in order to give freedsmen the right to vote, the American Society would not allow this to become reality until many years later.

Throughout all of American history, there have been warnings regarding heavy usage of alcohol. The 18th amendment was passed in 1919, and continued to be valid until the early 1930's. Over the span of centuries, Men especially were spending their money at bars, which left them with no money to support their family. Not only this, but while drunk, domestic abuse was very common in the home. Organizations such as the Women's Christian Temperance Union and the Anti-Saloon League had pushed for full abstinence from

alcohol since after the Civil War. A notable activist in the Temperance movement was Carrie Nation—who often went to bars in protest of alcohol consumption and prayed. When the 18th amendment was passed at last, the American people were divided about it. The question was whether or not the federal government had the power to enforce it. During the time of Prohibition, the Volstead Act was passed in attempt to enforce the alcohol ban. However, bootleggers, speakeasies, and organized crime was growing. Eliot Ness and the untouchables were able to put an end to one of the head crime bosses, Al Capone, but demand for alcohol still continued. Eventually, in the 1930s, the 21st amendment was passed in order to repeal the 18th, and consumption of alcohol was once again legal.

The United States federal government has the power to have great impact on American Society. The 15th and 18th amendment are just a few of the examples used to truly show how the people react to government influence.

Anchor Level 3-B

The response:

- Develops all aspects of the task in some depth for the 15th amendment and for the 18th amendment
- Is both descriptive and analytical (*15th amendment*: passed in 1870 after the end of the Civil War in order to give male African Americans the ability to vote; while they had also gotten their right to freedom and citizenship with the 13th and 14th amendments, these laws were only enforced on paper; American society, especially in the South, saw African Americans as unfit to have these rights; literacy tests that were almost impossible to pass were given to them to prevent them from voting; American society would not allow this to become reality until many years later; *18th amendment*: men especially were spending their money at bars, which left them with no money to support their families; while drunk, domestic abuse was very common in the home; a notable activist in the temperance movement was Carrie Nation—who often went to bars in protest of alcohol consumption and prayed; the question was whether or not the federal government had the power to enforce it; eventually in the 1930s, the 21st amendment was passed in order to repeal the 18th)
- Includes some relevant facts, examples, and details (*15th amendment*: between 1861 and 1865; slavery; Black Codes; Jim Crow laws; grandfather clauses, freedmen; *18th amendment*: Women’s Christian Temperance Union; Anti-Saloon League; full abstinence; Volstead Act; bootleggers; speakeasies; organized crime; Eliot Ness, Untouchables; Al Capone)
- Demonstrates a satisfactory plan of organization; includes a brief introduction and conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 3. Many details are included to support the response. The discussion of Prohibition contains more analysis and detail than the discussion of African American suffrage.

The federal government has taken actions that expand and limit the rights of individuals. Many amendments are added to the constitution that expand the individual rights of American citizens. Two examples are the 15th and 19th amendments. The 15th amendment allowed black males to vote and the 19th allowed women the right to vote. Voting is a right that is taken for granted today and is not seen as important, but the fight for suffrage was huge. The passage of the amendments had a great impact on the United States.

After the civil war had ended in 1865, free African-Americans and former slaves gained many freedoms. The 13th amendment abolished slavery, the 14th amendment granted citizenship and the 15th amendment gave males the right to vote. This was huge in society. The defeated South was still recovering from the war and could not stop the passage of the 15th amendment. Republicans in Congress thought that if they gave African Americans the vote they would vote Republican. The right to vote was a huge rights expansion because there was now a whole new culture or type of people that would be heard. Although blacks were allowed to vote, many whites, especially in the South, tried to keep them from voting. Many Southern places put a poll tax on the voting system so blacks couldn't vote if they could not afford the poll tax. There were also threats from the KKK that reduced black voting. The final thing whites did to attempt to keep blacks from voting was make a literacy test mandatory before voting. Because slaves had not been allowed to read, they were unable to pass the test and vote. The ability to vote for black males under the 15th amendment was huge, but as long as there was still racism there were ways to prevent them from using this right.

The fight for women's suffrage began in 1848 in Seneca Falls, New York, at the women's convention. Later, Susan B. Anthony, sparked a fire in the mind of many women throughout the whole nation by voting illegally in a presidential election. Women believed that they should and could vote. During world war I, some women took jobs in factories and manufactured equipment for war. Females realized they could do anything after this. They realized they can work out of the home, fight for equality and much more. So after the war, women began to fight for the right to vote. In 1920, the 19th amendment was passed, and females had gained the right to vote. In the 1920 election, many women did not vote but as time went on, voting became more popular for women. After almost 70 years of fighting, women had finally gained the right to vote.

The extension of rights for these two groups impacted America greatly. Not only were new perspectives seen in politics, but more people were active in the community. Also, economic policies changed as more people could vote for or against certain regulations. America was affected by the expansion of individual rights and it impacted the nation economically, socially, and politically.

Anchor Level 3-C

The response:

- Develops most aspects of the task in some depth for the 15th amendment and for the 19th amendment
- Is more descriptive than analytical (*15th amendment*: after the Civil War had ended in 1865, free African Americans and former slaves gained many freedoms; defeated South was still recovering from the war and could not stop the passage of the 15th amendment; Republicans in Congress thought that if they gave African Americans the vote, they would vote Republican; many Southern places put a poll tax on the voting system so blacks could not vote if they could not afford the poll tax; because slaves had not been allowed to read, they were unable to pass the test and vote; ability to vote for black males under the 15th amendment was huge, but as long as there was still racism there were ways to prevent them from using this right; *19th amendment*: fight for women's suffrage began in 1848 in Seneca Falls, New York, at the women's convention; later, Susan B. Anthony sparked a fire in the minds of many women throughout the whole nation by voting illegally in a presidential election; during World War I, some women took jobs in factories and manufactured equipment for war; as time went on voting became more popular for women); includes faulty analysis (*19th amendment*: so after the war, women began to fight for the right to vote)
- Includes some relevant facts, examples, and details (*15th amendment*: 13th amendment abolished slavery; 14th amendment granted citizenship; poll tax; Ku Klux Klan; literacy tests; *19th amendment*: fight for equality; 1920 election)
- Demonstrates a satisfactory plan of organization; includes an introduction that states voting is a right that is taken for granted today but the fight for suffrage was huge and a conclusion that notes the amendments had a great impact on the two groups

Conclusion: Overall, the response fits the criteria for Level 3. The response includes some analysis about the 15th amendment but addresses the 19th amendment in a general way and provides virtually no impact for this amendment.

The United States government has been given the power to make any decision that best protects the people and national interest. Some of the actions taken give people of the United States more individual liberties and rights, where as others take them away. The passing of the 15th Amendment and the Supreme Court case Brown vs. Board of Education of Topeka are two actions that have expanded the rights of many Americans.

Since the Middle Passage African Americans have been faced with slavery, racially discriminated, and faced with inequalities. The issue of slavery tore up the United States as new states were made and the decision of whether they'd be a free or slave state was asked. This was such a problem because an equal number of representatives from free and slave states had to be maintained in government. After the South felt like its interests were not being acknowledged during Lincoln's administration South Carolina seceded from the Union and many other states followed. From 1861 to 1865 the U.S was in a Civil War. Lincoln felt the pressure to preserve the Union, but many Southern States resisted because they knew they would lose their slaves. The plantation system was the economic basis for the South. Farmers relied on slaves to maintain cotton fields. But after the South fell to the North they had to comply during Reconstruction. Once the war was over the 13th, 14th, and 15th Amendments were passed. These amendments abolished slavery, gave blacks equal protection under the law, and gave black males voting rights. This was a huge step for African Americans as they could no longer be treated like property, and now had the same rights as white males.

The Civil Rights Movement continued to progress and face set

Anchor Paper – Thematic Essay—Level 2 – A

backs over time. Once troops were removed from the South in 1877, the end of the Reconstruction era, white people found ways to prevent blacks from using their new rights. In addition, Jim Crow Laws, and the U.S. Supreme Court Case Plessy vs. Ferguson legally made separate but equal okay. This did not help any racial discrimination blacks faced. Although the law stated that blacks would have their own equal facilities, the conditions were never the same. In 1954 however a change was made when Separate but equal in public schools was deemed not okay in Brown vs. Board of Education of Topeka. Public schools became integrated and others questioned why separate but equal was not okay in public schools but okay everywhere else. As a result blacks started to gain more of the equal opportunities whites get.

Throughout history government actions such as the 18th Amendment and Brown vs. Board gave American people more individual rights and liberties.

Anchor Level 2-A

The response:

- Develops some aspects of the task in some depth for the 15th amendment and for *Brown v. Board of Education of Topeka*
- Is primarily descriptive (*15th amendment*: after the South fell to the North they had to comply during Reconstruction; these amendments abolished slavery, gave blacks equal protection under the law, and gave black males voting rights; once troops were removed from the South in 1877, the end of the Reconstruction Era, white people found ways to prevent blacks from using their new rights; *Brown*: United States Supreme Court case *Plessy v. Ferguson* legally made “separate but equal” OK; although the law stated that blacks would have their own equal facilities, the conditions were never the same; in 1954, however, a change was made when “separate but equal” in public schools was deemed not OK); includes faulty analysis (*15th amendment*: after the South felt like its interests were not being acknowledged during Lincoln’s administration, South Carolina seceded from the Union)
- Includes few relevant facts, examples, and details (*15th amendment*: free or slave state; Lincoln’s administration; Civil War; *Brown*: civil rights movement; equal opportunities)
- Demonstrates a general plan of organization; includes an introduction and conclusion that state both actions expanded the rights of many Americans

Conclusion: Overall, the response fits the criteria for Level 2. Although lengthy historical circumstances are provided, especially for the 15th amendment, the impacts of each action are only briefly addressed.

The United States has had a long history of taking away people's rights. Founded on land taken from Native Americans, America has been pushing people and taking advantage of people since the beginning. However, the United States has also granted many people rights. The United States was very progressive when they granted women the right to vote in the 19th Amendment. On the other hand, America took away Japanese Americans rights during WWII.

Leading up to the 19th Amendment was World War I. During the war, many women went to work in traditionally "male" jobs because the men were at war. By entering the workforce, women solidified their place in society and demanded the right to vote. The government heard women's calls for suffrage and granted them the right to vote. This granting of women the right to vote radically changed American society. Now, women could cast their opinions about the government and they could be heard. Men now had to take women seriously and had to respect women's opinions because now men and women were on the path to equality. Society would never be the same after the 19th Amendment. Women today are still fighting for equality but the 19th Amendment put women onto the path of equality.

A dark moment in America's history was after the attack on Pearl Harbor. American citizens were afraid of another attack from Japan so they became afraid of Japanese-American citizens. This fear from the average American pressured the government into putting Japanese Americans into internment camps. The government took Japanese-Americans out of their homes and carted them off to some camp. With no trial and no representation, the Japanese-Americans lost all of their basic human rights. The placement of Japanese-Americans in

Anchor Paper – Thematic Essay—Level 2 – B

internment camps violated the principles of America. This violation changed American Society because it showed that the government could be influenced by fear.

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

- Minimally develops all aspects of the task for the 19th amendment and for the internment of Japanese Americans
- Is primarily descriptive (*19th amendment*: during the war, many women went to work in traditionally male jobs because the men were at war; now, women could cast their opinions about government and they could be heard; women today are still fighting for equality but the 19th amendment put women on the path of equality; *internment*: American citizens were afraid of another attack from Japan; government took Japanese Americans out of their homes; with no trial and no representation, the Japanese Americans lost all of their basic human rights)
- Includes few relevant facts, examples, and details (*19th amendment*: World War I; *internment*: Pearl Harbor)
- Demonstrates a satisfactory plan of organization; includes an introduction that notes the United States has had a long history of taking away peoples' rights but has also granted people rights and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. While the response provides very brief historical circumstances for the 19th amendment and for the internment of Japanese Americans, it demonstrates better understanding of the impacts of both actions. Additional facts and details would have strengthened the response.

Actions taken by the government throughout United States history has changed how individuals are able to live. Rights were further limited of African Americans due to the decision produced from the Plessy vs. Ferguson case in 1896, while rights were then expanded due to the decision of the Brown vs. Board of Education case.

The Plessy vs. Ferguson court case came about because African Americans were not seen as equal to whites. The issue was over segregation of public places. African Americans were treated significantly poorer than whites in many aspects of their lives. With this court case, the federal government decided that blacks would be “separate, but equal.” This decision meant that blacks and whites would have different bathrooms, restaurants, etc. African Americans were still being treated differently than whites with this decision, so their rights were limited once again. Many people questioned if the segregation truly made the African Americans equal.

Well after Plessy vs. Ferguson, in 1954, the Brown vs. Board of Education court case occurred. Leading up to the case, a father was forced to put his child on a school bus that took his child to a school that was farther away because it was for African Americans only; even though there was another school that was closer, he could not send his child to that one because it was for whites only. He brought his situation to court to fight that “separate, but equal” was not really equal. From the Brown vs. Board of Education case, the federal government decided to finally end segregation by taking away the idea of “separate but equal.” Therefore, blacks and whites no longer had different bathrooms, restaurants, schools, stores, and buses; they would interact in the same places. This decision allowed African

Anchor Paper – Thematic Essay—Level 2 – C

Americans to have rights that were expanded and segregation no longer existed.

Decisions from *Plessy vs. Ferguson* and *Brown vs. Board of Education* changed how groups of people lived by limiting Americans' rights and then expanding them. African Americans went from being segregated, to not being segregated because of the actions made by the United States federal government.

Anchor Level 2-C

The response:

- Minimally develops some aspects of the task in some depth for *Plessy v. Ferguson* and for *Brown v. Board of Education of Topeka*
- Is primarily descriptive (*Plessy*: issue was over segregation of public places; African Americans were treated significantly poorer than whites; federal government decided that blacks would be “separate but equal”; many people questioned if the segregation truly made African Americans equal; *Brown*: even though there was another school that was closer, he could not send his child to that one because it was for whites only; taking away the idea of “separate but equal”); includes faulty analysis (*Brown*: a father was forced to put his child on a school bus; therefore blacks and whites no longer had different bathrooms, restaurants; they would interact in the same places; segregation no longer existed)
- Includes few relevant facts, examples, and details (*Plessy*: different bathrooms, restaurants; rights were limited; *Brown*: rights that were expanded)
- Demonstrates a general plan of organization; includes an introduction and conclusion that note *Plessy v. Ferguson* limited African American rights while *Brown v. Board of Education of Topeka* expanded them

Conclusion: Overall, the response fits the criteria for Level 2. Some knowledge about the concept of “separate but equal” is evident. However, the response provides only limited information about the historical circumstances that led to *Plessy v. Ferguson* and about the impact of *Brown v. Board of Education of Topeka*.

The United States has taken actions to expand and limit the rights of individuals throughout its history. The 15th amendment and on the contrary, the Grandfather Clause are examples of this expansion and limitation. These actions impacted American and African American society collectively, in many ways.

With the 15th Amendment added to the Constitution Black males were granted the right to vote. This is a direct expansion to the civil liberties of African-American men. With the ability to vote these men are now able to help decide what goes on in the government, for the most part. The 15th amendment was put in place after racial tensions grew to great heights between the African Americans and the Whites of society. This unequalness felt by the African Americans aided the the production of this Amendment. This expansion of African American rights als granted the courage for women to fight for their rights in equality in this Nation.

With this right to vote granted to African American man it was not seen fondly in all locations of this Nation. Many civilians and politicians in the Southern United states opposed this ruling and so placed political barricades in the way of African American voters. These barricades were Grandfather clause's and literacy tests, put in place by the opposition knowing the African Americans would have a difficult time passing them. These actions did not help in any way, they only increased racial and political tensions between African Americans and Whites. This limitation was used to counter act the great leap of expansion the African Americans Achieved.

With the United States producing these actions, there were great changes in the political and social fields of this nation. The African

Anchor Paper – Thematic Essay—Level 1 – A

American males right to vote was very controversial and lead to many changes in society. Expanding yet also limiting their civil liberties through political and social grudges.

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

- Minimally develops some aspects of the task for the 15th amendment
- Is descriptive (*15th amendment*: expansion of African American rights also granted the courage for women to fight for their rights; was not seen fondly in all locations of this nation; barricades were grandfather clauses and literacy tests put in place by the opposition knowing the African Americans would have a difficult time passing them); includes weak analysis (*15th amendment*: put in place after racial tensions grew to great heights between the African Americans and the whites of society)
- Includes few relevant facts, examples, or details (*15th amendment*: southern United States)
- Demonstrates a general plan of organization; includes an introduction that incorrectly identifies the grandfather clause as a federal action and a conclusion that correctly states giving African American males the right to vote was controversial

Conclusion: Overall, the response fits the criteria for Level 1. The response fails to address any specific historical circumstances that led to the 15th amendment and includes broad generalizations about the amendment without support; it also fails to discuss a second federal action.

Anchor Paper – Thematic Essay—Level 1 – B

Throughout United States history, the federal government has taken actions that have either expanded or limited the rights of individuals in the United States. These government actions have had significant political, social, and economic impacts on the nation.

In the case of *Brown v. Board of Education of Topeka (1954)*, a “colored” child had to go a distance to get to school since the “separated but equal” law with other African American kids instead of going to the school right down the street from which the child lived because that is where the white children went. The case was brought to the Supreme Court and the result was that “separate but equal” was still considered segregation. The impacts on U.S. society was that from here on children of different races could start going to school together.

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

- Minimally develops some aspects of the task for *Brown v. Board of Education of Topeka*
- Is descriptive (*Brown*: a “colored” child had to go a distance to get to school since the “separate but equal” law; from here on children of different races could start going to school together)
- Includes few relevant facts, examples, or details (*Brown*: where the white children went; Supreme Court; segregation)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response identifies the major issue and the ruling in *Brown v. Board of Education of Topeka* with minimal development.

Throughout history, the United States government have taken a number of actions that either expanded or limited both individual and societal rights across the country. Two particular cases where this is evident is the Indian Removal Act of 1830 and the 19th Amendment, which helped to change the course of history and leave a number of significant impacts on the nation as we know it today.

The Indian Removal Act of 1830 limited individual rights through a misuse of executive power and the forceful removal of Native Americans of their land. It was one event in a long history of whites claiming ancestral lands of Native Americans. This action was taken when Andrew Jackson was President of the United States. Jackson saw Native Americans as inferior and an obstacle to progress. President Jackson wanted to give the eastern land that the Native Americans were living on to cotton farmers to expand the area for their interests. Despite the Supreme Court ruling for the Cherokees and against Georgia, Jackson ignored the ruling and a few years later they were forced to take the Trail of Tears. This means that the President overstepped his boundaries and power by forcing the Cherokees to leave their land. Cherokee families could only take what they could carry and had to walk the long, cold trail out of their homeland. Many people died along the way due to a lack of resources, such as blankets, food and water. This action impacted American society by showing the government's power and how individual liberties can be at stake. By forcefully removing the Native Americans, Jackson took individual rights away and abused the power of the executive branch by not listening to the Supreme Court.

The 19th Amendment passed in 1920 expanded individual rights by giving women the right to vote through Women's Suffrage. Women,

such as Susan B. Anthony and Elizabeth Cady Stanton fought tirelessly in order to help grant women the right to vote, as well as express their opinions and have their voices be heard in both society and government. At the time, women were seen as merely mothers taking care of children and housewives who were supposed to stay home cooking, cleaning, and taking care of their husbands. Yet, many women wanted to be able to contribute to society in other ways so they protested and made their voices heard in hopes of getting equal treatment. For example, the first major step toward women's rights was the Seneca Falls Convention where women stated that in the United States Constitution, it states that "All men are created equal", therefore, they too should have the same rights as men. Eventually, the 19th Amendment was passed, granting women the right to vote. This change impacted American society by finally allowing women to play an active role by allowing their voices to be heard. It showed society that through perseverance, progress is likely to come. Through passing the 19th Amendment, individual rights were expanded because women were now allowed to play a bigger role in society than they previously had. They have gone from being stay at home moms to holding almost any job or political office that men do, shaping and influencing policy.

Overall, the Indian Removal Act of 1830, and the passage of the 19th Amendment of 1920 greatly impacted the United States both socially and politically in various ways. By limiting or expanding the rights of individuals, the federal government has altered the course of history through the years.

Thematic Essay—Practice Paper – B

Over the years, the United States government have done things that, at the time, were in the best interest of the country. Sometimes those things involve prohibiting or limiting something while other times allowing or introducing something totally new. These things usually have a significant, lasting affect on the country that are sometimes beneficial, but other times, backfire. Two examples of these actions that the U.S. government has taken are the 18th amendment (Prohibition of 1919) and the Schenck v. United States case of 1919.

The Schenck v. United States case was a major Supreme Court case. Schenck was a man who felt that it violated a citizens' rights to have to be drafted into war. He felt that even in serious times/tense national conflicts, a person should not be forced to be in a war because it violates their liberties/free will. He started passing out fliers to people hoping to start a peacefull protest/civil disagreement. Once the government got word of this, he had to go to court.

The Supreme Court ruled that Schenck had to go to prison because he was in the wrong. They ruled that individual liberties may be sacrificed to protect national security. During World War I, the country could not afford for the country to be uncooperative and divided. This could be very detrimental for the country during war. This showed that as Americans, we are guaranteed our liberties, but they may need to be compromised a bit in extremely severe/serious circumstances such as war.

Another government action that was taken was the 18th amendment (Prohibition in 1919). The Prohibition was a law that banned alcohol in the United States. It could not be made, sold, traded, consumed, or advertised. The reason why this law was enforced

Thematic Essay—Practice Paper – B

in the first place is because child abuse, drunk driving, and drunk employees were on the rise due to alcohol. This was negatively affecting businesses and families. So, the government decided that the solution to the issue would be to ban alcohol.

The 18th Amendment negatively affected American society. Homicide increased due to bootleggers selling illegal alcohol. Corruption increased in the government because they were secretly buying alcohol from gangster. Also, alcohol was still being smuggled in the country and the government was not benefitting. The ban was eventually lifted.

In summation, the government has taken many actions that have either limited or expanded the rights of citizens. Some of those actions include the 18th Amendment and the Schneck v. U.S. Case.

The United States of America has always prided itself on its values of civil rights and freedoms for the citizens of the nation. In the nation's history there have been many cases where the United States Federal Government has both limited and expanded individual rights of its people. Examples of these cases are seen in the treatment of African Americans. In *Plessy v. Ferguson*, civil rights are taken away and in *Brown v. the Board of Education*, rights are granted and expanded. In both circumstances, there were major social impacts on American society.

In the Supreme Court case of *Plessy v. Ferguson*, segregation of public facilities was legalized. After the American Civil War, tensions were high in the United States. Lincoln's Emancipation Proclamation and even more so the 13th amendment had set the slaves free but not all of the nation's problems caused by slavery had been solved. Southerners still wanted to separate the races and guarantee white supremacy. During Reconstruction, "Radical Republicans" passed amendments aimed at equalizing the racial divide—the 13th ending slavery, the 14th defining African American citizenship, and the 15th giving former slaves the vote. When "Redeemers" retook power in southern states they tried to overcome the amendments by passing Jim Crow laws to separate the races in every aspect of life. In an attempt to challenge these laws, a black man, Homer Plessy, sits in a train car designated for white people only. He is asked to leave. He refuses, is arrested, and he takes his case all the way to the Supreme Court of the United States. The judges final decision is that segregation does not violate the 14th amendment's guarantee that all citizens be treated equally as long as everything is "separate but equal." This decision legalized segregation in the United States for

many years. However, in truth, segregation of public facilities has never been equal. Segregation divided black people from white people creating a true caste system throughout the South where African American citizens were always in an inferior status. Segregation deprived African Americans from the same rights and opportunities of white Americans. It was legal for a white man to refuse to serve a black man because of his skin color. It limited where black people were allowed to go in the United States, designated by white people. Every bathroom, water fountain, and train station had "whites only" and "colored only" signs that made African Americans second class citizens.

The worst application of Jim Crow was in public schools because each southern state ran two separate and very unequal school systems. Most tax dollars were given to white schools, providing them with new books, well trained teachers, and good buildings.

By the 1950s, more and more people believed that segregation was an outdated idea, especially the NAACP who began challenging Jim Crow in the courts. The Supreme Court case of *Brown v. Board of Education of Topeka* was decided in 1954 largely through the efforts of NAACP attorney Thurgood Marshall. A black girl tried to enroll into the school she lived by, which was for white students. She was denied entry and the case was taken to court to challenge the law of segregation. *Brown v. Board of Education of Topeka* forced the Supreme Court to reevaluate the law regarding segregation. The Supreme Court under Chief Justice Earl Warren ruled unanimously in favor of *Brown*, restoring equality promised in the 14th amendment by saying separate but equal is inherently unequal. This government action reversed the decision made in *Plessy v. Ferguson*

as it applied to public schools and went even further by ordering all public schools to desegregate with “all deliberate speed.” The case of *Brown v. Board of Education of Topeka* is sometimes wrongly seen as the end of segregation. However, even after the Supreme Court’s decision, many people resisted. Segregation had been around for a long time and racism is difficult to change. Many school districts went as far as shutting down so that no one could go to school. It took another 10 years and federal troops for some southern states to allow schools to integrate. A lot of private schools were opened so that white people could send their children to a school that did not have to allow black students’ entry. Enrollment in military academies and parochial schools soared. And beyond schools, it took the Civil Rights Act of 1964 to outlaw segregation in all other public facilities. Today segregation is outlawed in public schools but de facto segregation still separates the races as a result of where people live.

In the past, the United States Federal Government has not always upheld their values of “all men are created equal.” In the Supreme Court Case of *Plessy v. Ferguson*, the civil rights of African Americans were hindered. Segregation limited where African Americans were allowed to go. This decision was later overturned in the case of *Brown v. Board of Education of Topeka*. The decision of the Supreme Court challenged segregation in the United States. In both of these events, American society was effected. Life changed for the people and some of the effects can still be seen in modern society.

Since the formation of the United States government, the goal was to protect the people of the United States against the government. That was the reason behind the checks and balance system of the Constitution. As the United States progressed, the judicial branch got its purpose of judicial review from *Marbury v. Madison* in the early 1800s. Two times that the Supreme Court used its power to declare things unconstitutional or constitutional are the cases of *Plessey v. Furgunson* and *Brown v. Board of Education of Topeka*. Both of these court cases limited, or expanded the rights of African Americans in the United States.

In 1896, the court case of *Plessey v. Furgunson* made its way to the Supreme Court. This case talks about a man who was seated in a white train car, then declares himself to be 1/8 black, and then moved to the black train car. Segregation in the south from the Jim Crow laws were very present at this time. So, the man argued his 14th amendment right of equal treatment. The decision that the Supreme Court made limited the rights of African Americans. The Supreme court defended the Jim Crow laws, and said that the segregation of facilities is constitutional, as long as the facilities were equal. This decision by the Supreme court led to the impact that African Americans are not equal to their white counterparts, and that segregation is ok in the United States.

The next court case changed the decision of *Plessey v. Fergunson*. In *Topeka*, an African American girl was going to a segregated school. She wanted to go to a better, and closer school, since her parents were paying the taxes for both. She was denied going to the school that she wanted to go to because of the color of her skin. This court case was

brought to the Supreme Court, and *Brown v. Board of Education of Topeka* changed the lives of many school children. This court case also claimed violation of her 14th amendment rights, and even challenged *Plessy v. Ferguson*'s claim of facilities being separate but equal. Under the Earl Warren court, the court brought in a psychologist and sociologist to help get more information on this case. In the test, they found that children of all colors unanimously agreed that the white doll would be their friend, and the good guy; while the darker doll was a bad guy, and they would not want to be friends with them. With this data, the Earl Warren Court decided that segregation created an inferiority complex, and was very much unconstitutional.

This decision backed the integration of many schools, but it was a difficult process to carry out. A famous group is called the "Little Rock 9", from Arkansas. Getting this group of students in the school, and around safely required the national guard to escort them. The case of *Brown v. Board of Education* also was a forerunner for the Civil Rights Act of 1964, which outlawed discrimination.

Both *Brown v. BOE* and *Plessy v. Ferguson* expanded and limited the rights of the African Americans. Many of the expansion of rights did not come until the Earl Warren Court, for that was a time of expansion of many civil liberties. The United States government has taken away and expanded, but many of these choices have been changed as time goes on.

There have been multiple times in United States history when the government has taken actions that either expanded or restricted individual rights. However, these actions can be reversed, as seen with *Plessy v. Ferguson*, which legalized segregation in the South, and *Brown v. Board of Education of Topeka*, which prohibited segregation in public education. Government actions that result in a change in individual liberties can have numerous impacts on American life.

In a case that encouraged racial segregation, the case of *Plessy v. Ferguson* began as a test of Jim Crow laws when a light skinned black man of mixed race was arrested for being in a “white-only” train car. When the train’s conductor ordered Plessy to move he refused and was arrested. The case went from local and state courts that upheld his arrest up to the Supreme Court. The Supreme court ruled that even though all races were equal under the law according to the 14th amendment, the concept of “separate but equal” public facilities was not unconstitutional as long as every race had access to equal accommodations. So, it didn’t matter that Homer Plessy could not ride in the “white-only” car as long as a seat on the train was available to him. The outcome of the decision was the strengthening of a system of segregation that already existed in the South. African Americans were now systematically discriminated against, which led to the growth of anti African American terror groups like the Ku Klux Klan that kept them “in their place.” The negative effects of this decision helped encourage blacks to start moving North, which grew into the Great Migration. This case also marked the end of Reconstruction in the South, which, as far as racial equality was concerned, had failed. The deeply rooted Southern white patriarchy was heavily enforced,

and would remain that way until the Civil Rights Movement in the mid-twentieth century when another landmark case challenged “separate but equal.”

By the 1950s, the southern states still had a deeply rooted system of racial segregation that favored whites. One of the first attacks on the system, in what would become the Civil Rights Movement, was the court case *Brown v. Board of Education of Topeka*. The case began when the father of nine-year-old Linda Brown attempted to send his daughter a nearby all-white public school. Mr Brown claimed that the all-black school was inferior and his daughter had a right to a good education. The Board of Education disagreed. So with the help of Thurgood Marshall and the NAACP the Browns took their case to the Supreme Court. The Supreme court ruled that according to the equality clause in the 14th Amendment, segregation in public education was unconstitutional because the black schools were clearly unequal and made children feel inferior. The case marked an early victory for the Civil Rights Movement, and made way for banning segregation in other public areas. The public education system would also become more diverse with the end of legally segregated schools. These changes would all lead to important new laws mandating equality of all citizens in the United States, regardless of race, gender, religion, or age.

Several government actions have had a profound social role on the United State. Even though individual freedoms were limited with the encouragement of segregation in *Plessy v. Ferguson*, these limitations would be reversed in public education in the later case *Brown v. Board of Education of Topeka*. Regardless of whether they

are limitations or expansions, the point still stands that government actions have a great magnitude of change on individual liberties.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with little depth for the Indian Removal Act and for the 19th amendment
- Is more descriptive than analytical (*Indian Removal*: one event in a long history of whites claiming ancestral lands of Native Americans; Jackson saw Native Americans as inferior and an obstacle to progress; President Jackson wanted to give the eastern land that the Native Americans were living on to cotton farmers to expand the area for their interests; despite the Supreme Court ruling for the Cherokees and against Georgia, Jackson ignored the ruling and a few years later they were forced to take the Trail of Tears; many people died along the way due to a lack of resources such as blankets, food, and water; *19th amendment*: Susan B. Anthony and Elizabeth Cady Stanton fought tirelessly in order to help grant women the right to vote; women were seen as merely mothers taking care of children and housewives who were supposed to stay home cooking, cleaning, and taking care of their husbands; first major step toward women’s rights was the Seneca Falls Convention; finally allowing women to play an active role by allowing their voices to be heard; they have gone from being stay-at-home moms to holding almost any job or political office that men do, shaping and influencing policy); includes faulty analysis (*Indian Removal*: abused the power of the executive branch by not listening to the Supreme Court)
- Includes few relevant facts, examples, and details (*Indian Removal*: misuse of executive power; *19th amendment*: protested); includes an inaccuracy (*19th amendment*: in the United States Constitution, it states that “all men are created equal”)
- Demonstrates a satisfactory plan of organization; includes an introduction and conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 3. The discussion would be strengthened by further development of the impact of the Indian Removal Act and additional facts and details.

Practice Paper B—Score Level 2

The response:

- Develops some aspects of the task in some depth for *Schenck v. United States* and for the 18th amendment
- Is primarily descriptive (*Schenck*: a man who felt that it violated a citizen's rights to have to be drafted into a war; started passing out flyers to people hoping to start a peaceful protest/civil disagreement; ruled that individual liberties may be sacrificed to protect national security; as Americans we are guaranteed our liberties, but they may need to be compromised a bit in extremely severe/serious circumstances such as war; *18th amendment*: could not be made, sold, traded; was negatively affecting businesses and families; corruption increased in the government because they were secretly buying alcohol from gangsters; ban was eventually lifted); includes faulty analysis (*18th amendment*: drunk driving and drunk employees were on the rise)
- Includes few relevant facts, examples, and details (*Schenck*: prison; World War I; *18th amendment*: bootleggers; smuggled); includes an inaccuracy (*18th amendment*: consumed or advertised)
- Demonstrates a general plan of organization; includes a rambling and confusing introduction and a conclusion that restates the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response demonstrates an understanding of the conflict between individual liberties and national security. However, it lacks a thorough discussion of the impact of *Schenck v. United States* and the historical circumstances that led to the 18th amendment.

Practice Paper C—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth for *Plessy v. Ferguson* and for *Brown v. Board of Education of Topeka*
- Is more analytical than descriptive (*Plessy*: Lincoln’s Emancipation Proclamation and even more so the 13th amendment had set the slaves free but not all of the nation’s problems caused by slavery had been solved; during Reconstruction, Radical Republicans passed amendments aimed at equalizing the racial divide; when Redeemers retook power in Southern states they tried to overcome the amendments by passing Jim Crow laws; segregation divided black people from white people creating a true caste system throughout the South where African American citizens were always in an inferior status; legal for a white man to refuse to serve a black man because of his skin color; every bathroom, water fountain, and train station had “whites only” and “colored only” signs that relegated African Americans to second-class citizenship; *Brown*: worst application of Jim Crow was in public schools because each southern state ran two separate and very unequal school systems; most tax dollars were given to white schools providing them with new books, well-trained teachers, and good buildings; by the 1950s, more and more people believed that segregation was an outdated idea, especially the NAACP who began challenging Jim Crow in the courts; Supreme Court under Chief Justice Earl Warren ruled unanimously in favor of *Brown*, restoring equality promised in the 14th amendment by saying “separate but equal” is inherently unequal; took another ten years and federal troops for some southern states to allow schools to integrate; a lot of private schools were opened so that white people could send their children to a school that did not have to allow black students entry; today de jure segregation is outlawed in public schools but de facto segregation still separates the races as a result of where people live)
- Richly supports the theme with many relevant facts, examples, and details (*Plessy*: Civil War; ending slavery; defining African American citizenship; sat in a train car designated for white people only; giving former slaves the vote; 15th amendment; legalized segregation; public facilities; *Brown*: attorney Thurgood Marshall; “with all deliberate speed”; people resisted; racism; military academies; parochial schools; Civil Rights Act of 1964)
- Demonstrates a logical and clear plan of organization with a strong transition between the two Supreme Court cases; includes an introduction that states in *Plessy* rights were taken away and in *Brown* rights were expanded, and a conclusion that observes the federal government has not always upheld the value of equality and that also reiterates the impact of each case.

Conclusion: Overall, the response fits the criteria for Level 5. The response clearly connects the cases while providing distinct and separate development of each with both analysis and good detail.

Practice Paper D—Score Level 3

The response:

- Develops most aspects of the task in little depth for *Plessy v. Ferguson* and for *Brown v. Board of Education of Topeka*
- Is more descriptive than analytical (*Plessy*: segregation in the South from the Jim Crow laws was very present at this time; the man argued his 14th amendment right of equal treatment; Supreme Court defended the Jim Crow laws and said that the segregation of facilities is constitutional as long as the facilities were equal; *Brown*: wanted to go to a better and closer school since her parents were paying taxes for both; denied going to the school that she wanted to go to because of the color of her skin; case also claimed violation of her 14th amendment rights and even challenged *Plessy v. Ferguson*'s claim of facilities being "separate but equal"; Earl Warren court decided that segregation created an inferiority complex and was very much unconstitutional; decision backed the integration of many schools, but it was a difficult process to carry out; was a forerunner for the Civil Rights Act of 1964, which outlawed discrimination)
- Includes some relevant facts, examples, and details (*Plessy*: white train car; one-eighth black; *Brown*: African American girl; psychologist and sociologist; white doll; darker doll; Little Rock Nine; Arkansas); includes inaccuracies (*Plessy*: declares himself to be one-eighth black and then moved to the black train car; *Brown*: required the National Guard to escort them)
- Demonstrates a satisfactory plan of organization; includes an introduction that refers to judicial review established in *Marbury v. Madison* and a conclusion that credits the Warren Court with expanding civil liberties

Conclusion: Overall, the response fits the criteria for Level 3. The discussion of the impact of *Plessy v. Ferguson* is not fully explored with information that is separate and distinct from *Brown v. Board of Education of Topeka*, which is discussed in greater depth.

Practice Paper E—Score Level 4

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the historical circumstances that led to *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka* more thoroughly than the impact of each decision
- Is both descriptive and analytical (*Plessy*: began as a test of Jim Crow laws when a light-skinned black man of mixed race was arrested for being in a “white-only” train car; when the train’s conductor ordered Plessy to move, he refused and was arrested; Supreme court ruled that even though all races were equal under the law according to the 14th amendment, the concept of “separate but equal” public facilities was not unconstitutional as long as every race had access to equal accommodations; outcome of the decision was the strengthening of a system of segregation that already existed in the South; negative effects of this decision helped encourage blacks to start moving North; deeply rooted Southern white patriarchy was heavily enforced and would remain that way until the civil rights movement in the mid-twentieth century; *Brown*: by the 1950s, the southern states still had a deeply rooted system of racial segregation that favored whites; attempted to send his daughter to a nearby all-white public school; Supreme Court ruled that according to the equality clause in the 14th amendment, segregation in public education was unconstitutional because the black schools were clearly unequal and made children feel inferior; marked an early victory for the civil rights movement and made way for banning segregation in other public areas; changes would all lead to important new laws mandating equality of all citizens in the United States, regardless of race, gender, religion or age); includes faulty analysis (*Plessy*: this case also marked the end of Reconstruction in the South)
- Supports the theme with relevant facts, examples, and details (*Plessy*: local and state courts; upheld his arrest; anti–African American terror groups; Ku Klux Klan; landmark case; Great Migration; *Brown*: another landmark case; Thurgood Marshall; NAACP; end of legally segregated schools)
- Demonstrates a logical and clear plan of organization; includes an introduction and conclusion recognizing that *Plessy v. Ferguson* was reversed regarding public education in the subsequent case of *Brown v. Board of Education of Topeka*

Conclusion: Overall, the response fits the criteria for Level 4. The response includes good details about the events that brought each case to the Supreme Court. The discussion of the impact of each case lacks similar development, especially concerning *Brown*.

United States History and Government Specifications January 2019

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Civic Values; Constitutional Principles; Citizenship; Reform Movements; Individuals, Groups, Institutions	Standards 1, 3, and 5: United States and New York History; Geography; Civics, Citizenship, and Government
Document-based Essay	Environment; Reform Movements; Economic Systems; Factors of Production; Civic Values; Culture and Intellectual Life	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 January 2019 Regents Examination in United States History and Government* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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