

FOR TEACHERS ONLY

THE UNIVERSITY OF THE STATE OF NEW YORK

GRADE 8

INTERMEDIATE-LEVEL TEST SOCIAL STUDIES

RATING GUIDE

BOOKLET 2

DOCUMENT-BASED QUESTION (DBQ)

JUNE 1–2, 2005

Updated information regarding the rating of this test may be posted on the New York State Education department web site at <http://www.emsc.nysed.gov/osa/>. Select the link “Examination Scoring Information.” This site should be checked before the rating process and at least one more time before the final scores for the test are recorded.

Mechanics of Rating

The procedures on the next page are to be used in rating papers for this test. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Test Manual for Administrators and Teachers for the Grade 8 Intermediate-Level Social Studies Test*.

Contents of the Rating Guide

For **Part III A** (scaffold questions):

- A question-specific rubric
- Sample responses for questions scored 0–2

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

- A content-specific rubric
- Prescored answer papers. Score levels 5 and 1 have two papers each, score levels 4, 3, and 2 have three papers each, and score level 0 has one paper. They are ordered by score level from high to low.
- Commentary explaining the specific score awarded to each paper
- Five prescored practice papers

Rating the Part III B 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 papers independently without looking at the scores and commentaries provided
- Trainer records scores and leads discussion until the raters feel confident enough to move on to actual rating

(2) When actual rating begins, each rater should record his or her individual rating for a student’s essay on the rating sheet provided, *not* directly on the student’s essay or answer sheet. The rater should *not* correct the student’s work by making insertions or changes of any kind.

(3) Each essay must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point.

Rating the Part III A (Scaffold) Questions

- (1) Follow a similar procedure for training raters.
- (2) The scaffold questions need only be scored by one rater.
- (3) The scores for each scaffold question may be recorded in the student’s test booklet.

The scoring coordinator will be responsible for organizing the movement of papers, calculating a final score for each student’s essay, recording that score on the student’s Part I answer sheet or on the last page of the test packet, and determining the student’s final examination score. The chart located at the end of these scoring materials must be used for determining the final test score.

Grade 8 Intermediate-Level Social Studies
Part IIIA Specific Rubric
Document-Based Question—June 2005

Document 1a

. . . We [the Supreme Court] come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other “tangible” [real] factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does. . . .

Source: *Brown v. Board of Education of Topeka*, 1954

Question 1a According to this document, what inequality did African Americans experience?

Score of 1:

- States the inequality that African Americans experienced as described in this document
Examples: African Americans were denied equal educational opportunities; segregation in schools; unequal educational opportunities; they did not get the same education as whites; African Americans were denied equal opportunities; segregation of children in public schools

Score of 0:

- Incorrect response
Examples: tangible factors are equal; children are in a minority group
- Vague response that does not answer the question
Examples: treatment; it was bad; schools
- No response

Document 1b

. . . We [the Supreme Court] conclude that, in the field of public education, the doctrine of “separate but equal” has no place. Separate educational facilities are inherently [by nature] unequal. Therefore, we hold that the plaintiffs [the Brown family] and others similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment. This disposition [ruling] makes unnecessary any discussion whether such segregation also violates the Due Process Clause of the Fourteenth Amendment. . . .

Source: *Brown v. Board of Education of Topeka*, 1954

Question 1b According to this document, what was the Supreme Court’s ruling in *Brown v. Board of Education of Topeka*?

Score of 1:

- States the Supreme Court’s ruling in *Brown v. Board of Education of Topeka*
Examples: doctrine of “separate but equal” has no place in education; Brown won; separate educational facilities are inherently unequal; no one can be deprived of the equal protection of the laws guaranteed by the 14th amendment; it is unnecessary to discuss whether segregation violates the due process clause of the 14th amendment

Score of 0:

- Incorrect response
Examples: schools could be separate but equal; Supreme Court was going to segregate all schools and make them equal; segregation violates the due process clause of the 14th amendment
- Vague response that does not answer the question
Examples: public education has no place; segregation and the 14th amendment; separate educational facilities; due process clause of the 14th amendment
- No response

Document 2



Source: *New York World-Telegram and Sun*, Library of Congress

Question 2a According to this document, what did Rosa Parks refuse to do that led the situation shown in this photograph?

Score of 1:

- States an action taken by Rosa Parks that led to her being fingerprinted as described in this document

Examples: Rosa Parks refused to give up her seat on the bus to a white man; she refused to move to the back of the bus; she refused to obey the bus driver

Score of 0:

- Incorrect response
Examples: African Americans were required to be fingerprinted; she started the bus boycott; she refused to be fingerprinted; she was arrested
- Vague response that does not answer the question
Examples: she denied her race; she denied she was African American; she broke the law
- No response

Question 2b According to this document, what method did African Americans use to deal with the inequality they faced in Montgomery, Alabama?

Score of 1:

- States a method used in Montgomery, Alabama, to deal with the inequality faced by African Americans in that city

Examples: bus boycott; nonviolent protest; passive resistance; peaceful protest

Score of 0:

- Incorrect response
Examples: African Americans would have their own separate busses; Montgomery changed the rules on the bus; they did nothing
- Vague response that does not answer the question
Examples: they used the “first come, first served” idea; placing all African Americans in the back of the bus; peace; sitting
- No response

Document 3

. . . From the Greensboro area there must have been people from six or seven university campuses who wanted to participate, who wanted to help sit-in, who wanted to help picket [take part in a public demonstration]. We actually got to the point where we had people going down in shifts. It got to the point wherein we took all the seats in the restaurants. We had people there in the mornings as soon as the doors were open to just take every seat in the restaurant or at the lunch counter. . . .

Source: Franklin McCain interview, *My Soul is Rested: Movement Days in the Deep South Remembered*, Howell Raines, ed., G.P. Putnam's Sons, 1977

Question 3 Based on this document, identify *one* method of protest that was used to gain equality.

Score of 1:

- States a method of protest that was mentioned in this document
Examples: sit-ins; pickets; taking part in a public demonstration; filling up all of the seats in a restaurant; sitting at the lunch counter; nonviolent protest

Score of 0:

- Incorrect response
Examples: hunger strike; marches; boycott
- Vague response that does not answer the question
Examples: going to restaurants; go in the morning; going in shifts
- No response

Document 4



Source: Library of Congress

Question 4 Based on this photograph, state *two* goals of the March on Washington in August 1963.

Score of 2 or 1:

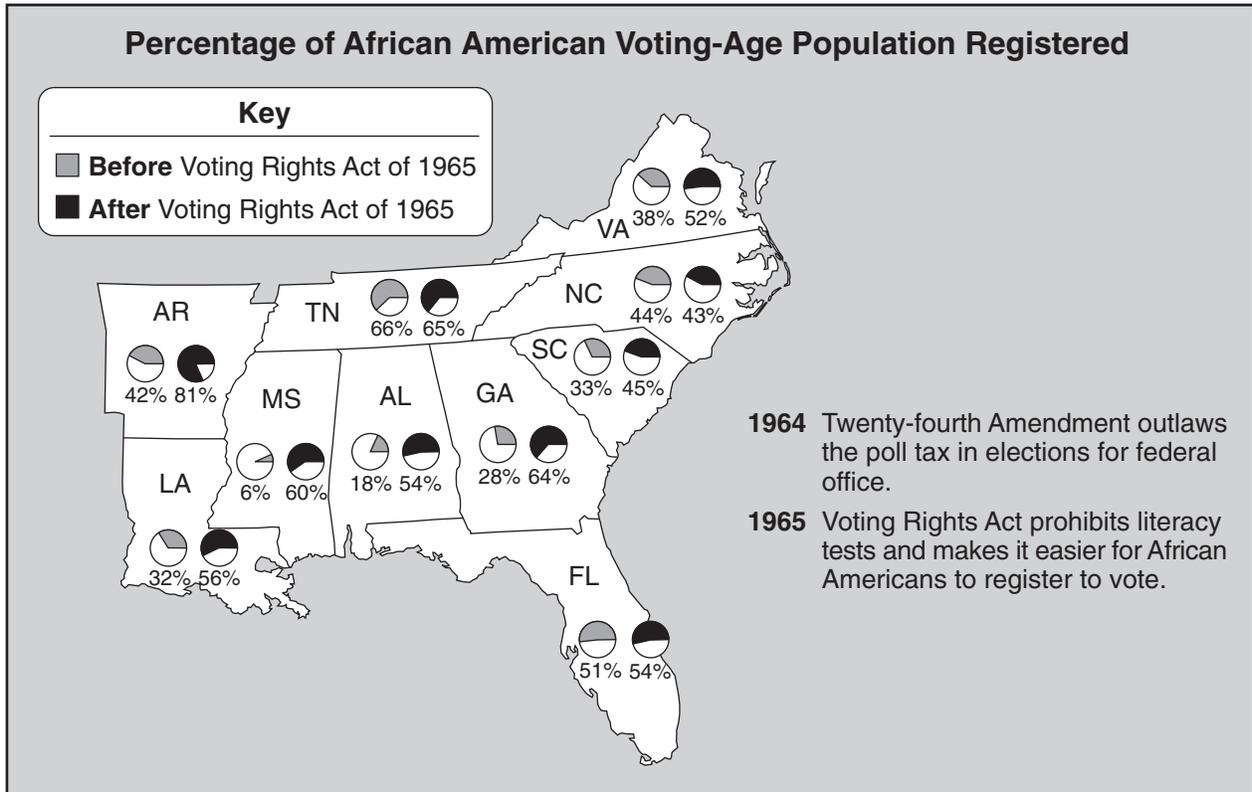
- Award 1 credit (up to a maximum of 2 credits) for each *different* goal of the March on Washington that is shown in this photograph
Examples: get jobs (equal employment opportunities); gain decent housing; end segregation in schools; gain more equal rights; increase the number of integrated facilities; end Jim Crow laws; gain voting rights; end police brutality; attain first-class citizenship; get equal restaurant service; receive decent pay; pass the FEPC (Fair Employment Practices Committee) law; bring civil rights issues to the attention of the government (president); show Washington that they needed to do something to improve civil rights

Note: To receive maximum credit, two *different* goals must be stated. For example, *end segregated rules* and *stop segregation* are the same goal expressed in different words. In similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: be a slave; buried in a grave; help Jim Crow; serve everyone
- Vague response that does not answer the question
Examples: end rules; march; Howard Johnson; to march on Washington; to get together
- No response

Document 5



Source: Paul S. Boyer et al., *The Enduring Vision: A History of the American People*, D.C. Heath and Co., 1996 (adapted)

Question 5a What major trend in African American voter registration is shown by this map?

Score of 1:

- States a major trend in African American voter registration that is shown by this map
Examples: voting population of African Americans increased after 1965; more African Americans were registered to vote after 1965; more African Americans voted after 1965; more people voted after 1965

Note: Based on the map, an inference can be made that increased voter registration resulted in increased voting.

Score of 0:

- Incorrect response
Examples: before the act of 1965, African Americans did not have a voice in voting; voting-age population registered to vote; voting age of African Americans changed
- Vague response that does not answer the question
Examples: population changed; more Africans got the right; more people voted
- No response

Question 5b Identify *two* actions taken by the federal government that help explain the trend shown on the map.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* action taken by the federal government that helps explain the trend shown on the map
Examples: passage of the 24th amendment; passed Voting Rights Act; literacy tests prohibited; poll taxes outlawed

Note: To receive maximum credit, two *different* actions must be stated. For example, *poll tax outlawed* and *they ended taxes that kept many African Americans from voting* are the same action expressed in different words. In similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: African Americans registered to vote; because the poor could not pay poll taxes; poll tax in elections for federal office
- Vague response that does not answer the question
Examples: an amendment was passed; it cost less to vote; they passed laws
- No response

Document 6

. . . But far beyond this, *we call upon them* [African Americans] *to accept Christian Love in full knowledge of its power to defy evil.* We call upon them to understand that *non-violence is not a symbol of weakness or cowardice*, but as Jesus demonstrated, *non-violent resistance transforms* [changes] *weakness into strength and breeds courage in face of danger.* We urge them, no matter how great the provocation [aggravation] to dedicate themselves to this motto:

“Not one hair of one head of one white person shall be harmed.”

We advocate [support] non-violence in words, thought and deed, we believe this spirit and this spirit alone can overcome the decades of mutual fear and suspicion that have infested and poisoned our Southern culture. . . .

Source: Southern Negro Leaders Conference on Transportation and Nonviolent Integration, “A Statement to the South and Nation,” January 11, 1957, Atlanta, Ga.

Question 6 According to this document, what method was recommended to help African Americans achieve equality?

Score of 1:

- States the method that was recommended to help African Americans achieve equality as described in this document
Examples: nonviolence; nonviolent resistance; use of nonviolence as Jesus did; not one hair of one head of one white person shall be harmed; no harm to white people

Score of 0:

- Incorrect response
Examples: wanted African Americans to use violence to achieve equality; did not want African Americans to protest
- Vague response that does not answer the question
Examples: turns weakness into strength; Christian love; nonviolence is not a symbol of weakness; courage in the face of danger
- No response

Document 7



Source: David Horsey, *The Seattle Post Intelligencer*, 1992

Question 7 According to the cartoonist, African Americans have made gains in racial equality. In what area of equal rights do African Americans still face challenges?

Score of 1:

- States the area of equal rights in which African Americans still face challenges from the viewpoint of the cartoonist
Examples: economic inequality; economics; African Americans are not getting jobs because of the color of their skin; they are not being paid enough for their labor; jobs; job discrimination; making less money than whites; they are still in an economic pit

Score of 0:

- Incorrect response
Examples: getting out of a pit; social inequality; political freedom
- Vague response that does not answer the question
Examples: do not accept them for their race; climbing; they are still in a pit
- No response

Grade 8 Intermediate Level Social Studies
Part III B—Content-Specific Rubric
Document-Based Essay—June 2005

Historical Context: The struggle for equal rights for African Americans has been long and difficult. Beginning in the 1950s, the fight for equality gained momentum. This struggle for equality is known as the modern civil rights movement.

- Task:**
- Discuss ways in which African Americans have been denied equal rights
 - Discuss methods that individuals, groups, *and/or* the government have used since 1950 to deal with the inequality faced by African Americans

Key Ideas from the Documents

Ways of Denying Equal Rights to African Americans	Doc	Methods of Dealing with This Inequality
segregation in schools; unequal educational opportunities; violation of equal protection clause of the 14th amendment	1a and 1b	<i>Brown v. Board of Education of Topeka</i> ; enforcing the 14th amendment
segregated buses; unfair laws; unfair arrests	2	Montgomery bus boycott; Rosa Parks refusing to give up her seat; nonviolent protest
segregation in lunch counters; segregation in restaurants; refusal to serve African Americans in restaurants	3	sit-ins; pickets; taking part in public demonstrations; attracting supporters of civil rights; organizing nonviolent protests
segregated schools; poor employment opportunities; lack of decent housing; “Jim Crow laws”; denial of equal citizenship; segregated restaurants; police brutality; limited voting rights	4	March on Washington; informational picketing; drawing Washington’s attention to their cause
poll taxes; literacy tests; lack of voting rights; voter registration for African Americans more difficult	5	passage of the 24th amendment; Voting Rights Act of 1965; easier registration process in Southern states
Southern culture of fear and suspicion	6	use of nonviolence as a way of protest
racial inequality; economic inequality	7	attention of political cartoonists on other areas of inequality

Relevant Outside Information

(This list is not all-inclusive.)

Ways of Denying Equal Rights to African Americans

background information leading to <i>Brown v. Board of Education of Topeka</i> (<i>Plessy v. Ferguson</i>)
description of segregated schools and/or their effects
additional background information on Rosa Parks
nature of Jim Crow laws
segregation in various places throughout the South
details about passage of the Voting Rights Act
lack of enforcement of the 14th and 15th amendments
acts of racist groups and individuals (KKK activities; lynchings)
descriptions of poll taxes, literacy tests, and/or grandfather clause
inequities in salary
<i>de facto</i> segregation
<i>de jure</i> segregation
recent claims of discrimination at chain restaurants, such as Denny's

Methods of Dealing with This Inequality

Little Rock Nine
role of Thurgood Marshall
James Meredith case
organization of the bus boycott
economic effects of the bus boycott and/or sit-ins
Martin Luther King, Jr.; other civil rights activists
freedom riders
voter registration drives in the South
media exposure of various protest activities and of Southern police
Birmingham events and relation to acts of violence
"Letter from a Birmingham Jail"
"I Have a Dream" speech
effectiveness of marches
civil disobedience
description of nonviolent demonstrations (bus boycott, sit-ins)
other attempts to enforce the 14th and 15th amendments
civil rights acts
affirmative action
urban riots
Malcolm X; other radical civil rights organizations

Scoring Notes:

1. The discussion should include *at least two* ways in which African Americans have been denied equal rights and *at least two* methods individuals, groups, and/or the government have used since 1950 to deal with the inequality faced by African Americans. (This task has *four* primary aspects.)
2. Methods discussed for dealing with the inequality of African Americans may include those of individuals, groups, or the government *or* they may be a combination of any two of these categories.
3. Individuals, groups, or government actions do not need to be identified specifically, e.g., nonviolent civil rights leaders could be discussed without mentioning a specific name.
4. The same individual, the same group, or the same action of the government may be used to discuss methods of dealing with the inequality, e.g., Martin Luther King, Jr.’s “I Have a Dream” speech and his “Letter from a Birmingham Jail” may be used as separate methods of dealing with inequality.
5. The same information may be used to discuss both aspects of the task, e.g., *Brown v. Board of Education of Topeka* may be used to discuss inequities in education and may also be used to discuss how it attempted to end those inequities.
6. The discussion must focus on events since 1950; however, information prior to the 1950s may be used to support the discussion, e.g., the effect of *Plessy v. Ferguson* had on *Brown v. Board of Education of Topeka* or details about the institution of slavery or the aftereffects of the Civil War may be tied to the continued denial of civil rights into the 1950s.
7. For the purposes of meeting the criteria of using *at least four* documents in the response, documents 1a and 1b may be counted as separate documents *if* the response uses specific separate facts from each document.

Score of 5:

- Thoroughly develops all aspects of the task evenly and in depth by discussing *at least two* ways that African Americans have been denied equal rights and discussing *at least two* methods individuals, groups and/or the government have used since 1950 to deal with the inequality faced by African Americans
- Is both analytical and descriptive (analyzes, evaluates, and/or creates information) e.g., may discuss the economic effect of boycotts and sit-ins and the subsequent legislation; may discuss the reaction of people to the media exposure of protests; may discuss the connection between education and economic success
- Incorporates relevant information from *at least four* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to equal rights for African Americans (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., Montgomery bus boycott; Jim Crow laws; March on Washington; Greensboro sit-in; passage of the 24th amendment; affirmative action; Voting Rights Act; Civil Rights Act; Martin Luther King, Jr.; Rosa Parks; *Brown v. Board of Education of Topeka*; NAACP; Ku Klux Klan)
- 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 unevenly *either* by discussing *at least two* ways that African Americans have been denied equal rights more thoroughly than discussing *at least two* methods individuals, groups and/or the government have used since 1950 *or* by discussing the methods used to deal with the inequality more thoroughly than the denial of equal rights
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information) e.g., may describe the Montgomery bus boycott with little discussion of the effects; may describe various protests or forms of protest with little discussion of the results
- Incorporates relevant information from *at least four* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

Examples of developing *at least three* aspects in some depth at Level 3

Holistic Scoring Reminder: These examples apply only to the evaluation of Bullet 1.
A response meeting the criteria below does not, by itself, make it a level 3 response.

1. Discusses *at least two* ways that African Americans have been denied equal rights, **but** discusses *only one* method an individual, group, or the government has used to deal with the inequality faced by African Americans
2. Discusses *only one* way that African Americans have been denied equal rights **and** discusses *at least two* methods that individuals, groups, and/or the government have used to deal with the inequality faced by African Americans

Score of 2:

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

Examples of developing *at least two* aspects in some depth at Level 2

Holistic Scoring Reminder: These examples apply only to the evaluation of Bullet 1.
A response meeting the criteria below does not, by itself, make it a level 2 response.

1. Discusses *at least two* ways that African Americans have been denied equal rights in some depth
2. Discusses *at least two* methods individuals, groups and/or the government have used to deal with the inequality faced by African Americans
3. Discusses *one* way that African Americans have been denied equal rights **and** discusses *one* method an individual, a group or the government has used to deal with the inequality faced by African Americans

Note: If *at least two* aspects of the task have been thoroughly developed and the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

Score of 1:

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

Score of 0:

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

The struggle for equality for African Americans has been a long and difficult one. African Americans have faced prejudice and discrimination for hundreds of years and thousands have died trying to change that. Since the first settlements in America there has been discrimination against African Americans. Although slavery was abolished after the Civil War there were still many hardships that African Americans faced. Some of these hardships were: inequality, Ku Klux Klan, police brutality and segregation. Some of these still exist to this day.

During the 1900s many African Americans faced segregation and inequality. Many African Americans weren't allowed to work in places that white people worked. Those that were allowed to work were payed very little. African American children were not allowed to go to the same schools as white children were. African Americans were forced to drink from seperate water fountains than the white people. They were forced to use seperate facilities and if they broke these laws they would go to jail. Many

faced police brutality and were beaten and hosed down.

There were many groups that tried to put a stop to this. Rosa Parks refused to give up her seat on a bus for a white man in Alabama. After she was arrested almost all African Americans in Montgomery, Alabama refused to use the buses and began a boycott. This would cause a decrease in the city's economy, as stated in Document 2. Other groups such as church groups and those led by Rev. Martin Luther King also set up protests such as marches like the March on Washington in Document 4. The people that tried to outlaw the Jim Crow laws and gain equality faced police brutality and many were killed or beaten by the Ku Klux Klan.

When a black girl was not allowed to attend a school of all white people she and her parents filed a complaint to the Board of Education and they went to court. When their cases were denied the Brown family appealed all the way to the Supreme Court when they filed

their case in Supreme Court they accused the doctrine of "separate but equal" to be unconstitutional on the basis that all children deserve the right to a good education no matter what race. The Supreme Court then called the doctrine of "separate but equal" unconstitutional and outlawed the Jim Crow laws in the case of Brown v. Board of Education, as is stated in Document 1. After this ruling a school in Little Rock, Arkansas denied 9 African Americans to go to an all-white school. The federal government then sent troops to protect the "Little Rock Nine."

The fight for equality and justice took a very long time and many lost their lives in the process. Thanks to their struggle we now have an equal atmosphere in this nation. Discrimination still exists to this day but at least now it is illegal.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing ways that African Americans have been denied equal rights and discussing methods individuals, groups and/or the government have used since 1950 to deal with the inequality faced by African Americans
- Is both analytical and descriptive (bus boycott would cause a decrease in the city's economy; people who tried to outlaw Jim Crow laws and gain equality faced police brutality, and many were killed or beaten by the Ku Klux Klan; the Brown family took their case to the Supreme Court because they believed that "separate but equal" was unconstitutional since all children deserve the right to a good education; we now have an equal atmosphere in the nation; discrimination still exists today but at least now it is illegal)
- Incorporates relevant information from documents 1a, 1b, 2, and 4
- Incorporates substantial relevant outside information (abolition of slavery after the Civil War; actions of the Ku Klux Klan; low pay; separate water fountains; explanation of Rosa Parks' arrest; Martin Luther King, Jr.; involvement of church groups; background of *Brown v. Board of Education of Topeka*; Little Rock Nine)
- Richly supports the theme with many relevant facts, examples, and details (prejudice and discrimination; segregation; March on Washington; Jim Crow laws; police brutality; Little Rock)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. The introduction sets a good historical context with the use of background information to discuss the inequalities faced by African Americans, yet the focus of the essay is on post-1950 events. Pertinent outside information is integrated with document information in a well-organized manner. The discussion shows a good understanding of the civil rights movement and the struggles of African Americans since the 1950s.

Back in the 1950's, African Americans began to work together strongly to achieve equality. They participated in civil disobedience, or non-violent protest against laws or policies in order to be heard. By working together, they were able to change the laws and policies. This process is known as the modern civil rights movement.

Rosa Parks was one of the first people to participate in civil disobedience. She was sitting in the front of a bus in Montgomery, Alabama, when a white man wanted her seat and she refused to give it up; so she got arrested. This got the attention of Dr. Martin Luther King Jr. who decided to tell all the African Americans to not use the buses. He promised that someone will drive them to work they need to be, just as long as they didn't use the buses. His idea was that the bus company would eventually need their business, so they would allow African Americans to sit anywhere on the bus. His plan worked, and African Americans were allowed to sit anywhere on the bus.

The next step in earning equal rights for African Americans was to desegregate the schools. The case of *Brown v. Board of Education of Topeka*, the Supreme Court ruled that the segregation of the schools was unconstitutional, so Brown and other African Americans went to school with the whites. By not reacting violently to any of the white children's remarks, they paved

the way for the desegregation of other schools.

One group that supported the modern civil rights movement was the Southern Negro Leaders Conference on Transportation and Nonviolent Integration. They tried to help the African Americans by strongly advising them to act non-violently. Acting non-violently would win more followers than violent actions.

One type of non-violent protest was sit-ins. This was used when restaurants refused to serve the African American. ~~The~~ African Americans and white supporters would then ~~come walking~~ come into the restaurant, sit down in every seat and refuse to leave until they were all served. This forced the owners to serve to blacks and whites in the restaurants.

The African Americans also marched into and through Washington, D.C., while holding signs that said what they wanted changed. This allowed them to tell the government what to change and it forced the government to listen. This helped in getting many of the laws changed.

Some of the laws that got changed concerned voting, such as the Twenty-fourth Amendment which outlawed the poll tax in federal elections. The Voting Rights Act was also passed. This prohibited the use of literacy tests, which made it easier for African Americans to register to vote. These two changes allowed for African Americans to have a much louder voice in the government.

After all of this protest against racial inequality, the African Americans are finally free, but now they have to deal with economic inequality, because the African Americans aren't as wealthy as most whites.

Since 1950 the African Americans had to work hard to be accepted even though they should have been accepted in the first place. They worked together and they were able to achieve their goal. From this, we should know that by working together we can achieve anything.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing ways that African Americans have been denied equal rights and discussing methods individuals, groups and/or the government have used since 1950 to deal with the inequality faced by African Americans
- Is both analytical and descriptive (working together leads to changes in law and policy; Rosa Parks' actions got the attention of Dr. Martin Luther King, Jr.; connection between buses needing business and eventually allowing African Americans to sit anywhere on the bus; acting nonviolently accelerated desegregation of schools; registering to vote gave African Americans power; laws changed because of marches in Washington; the marches in Washington forced the government to listen; 24th amendment and Voting Rights Act allowed African Americans to have a much louder voice in the government)
- Incorporates relevant information from all the documents
- Incorporates relevant outside information (background for bus boycott; description of sit-in; civil disobedience; desegregation)
- Richly supports the theme with many relevant facts, examples, and details (civil rights movement; Rosa Parks' ordeal; bus boycott; Brown case; nonviolent protests such as boycotts, sit-ins, and marches; literacy tests; poll tax)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. The information from the documents is richly supported with details and presented in a well-organized and logical format. The examples successfully support both aspects of the task. Although outside information is not specific, it is implied and woven into the rich analysis. The thesis of how the civil rights movement led to change is integrated throughout the discussion.

Segregation was a thing everyone had to be worried about. But it didn't start that way though. It started as something much worse... slavery. Slavery was highly agreed on in the South, but frowned upon in the North. It went on for years and years. Slaves were often beaten and treated ~~at~~ unhumanly. They were treated as animal such as a dog or a cow. But that all ended in one war, The Civil War. This ended slavery for good. Thus, segregation was born.

After African-Americans were free, the South did much to keep them from feeling free. They came up with the idea of segregation. Segregation or Jim Crow laws, kept African-Americans from getting equal treatment. It was like keeping them locked in the middle of a cage. It was almost just as bad as slavery. But the African-Americans did not just sit there blindly, they raged against it. But soon enough, they would see that violence was not the way to win this new war. The Southern Negro Leaders Conference on Transportation and Nonviolent Integration urged the African Americans to use non-violence. They turned this advice into marches, boycotts, and sit-ins. Document 6 shows the advice that this group gave.

There was many years of fighting. By learning the

concept of non-violence. Patience became a big part to this struggle. When the African-Americans mastered the concept of non-violence, they started to use sit-ins, boycotts, and protests, etc. Even the children helped. Students from the Greensboro area also did sit-ins. Document 3 explains the rest.

But while most African-Americans were peaceful, many white people were not. Students from a certain state sat in at a restaurant to protest. They were just college kids that wanted service. But then some white high school students went in. They started teasing the African-American students and eventually started to beat them up. The African-American students were dragged out by the police, and also arrested. Meanwhile, the media got all this on tape. It showed the strength of the African-Americans to not fight back to many viewers. After some time, they would win their battle.

Boycotts were also a big help. In Montgomery, Alabama, Rosa Parks was arrested for not giving up her seat to a white man. This is explained in Document 2. This gave Martin Luther King Jr. the idea of a bus boycott. The people of Montgomery, Alabama boycotted the buses and eventually won the

right to sit where they wanted on public transportation.

But despite their victory, the whites always found a way around it. Every time the African-Americans found a way around to victory, there would always be another obstacle. This is shown in Document 7. Note how tired the man looks in the cartoon. He struggles to gain racial equality and thinks he has succeeded. Then look at the next obstacle he has to overcome. He now has to gain economic equality by getting a better job and more money. Most people might want to just give up.

Now that African-Americans started to gain victories, they had to be able to vote in a majority. So getting rid of poll taxes and literacy tests would be ~~their~~ their main priority. There was much done to get rid of those two things. But after the 24th Amendment (gets rid of poll taxes) and the Voters Rights Act (gets rid of literacy tests) was passed, the number of African-Americans voters increased dramatically. All this is shown on Document 5.

Some things I forgot to mention were the Brown v. Board of Education of Topeka. This court case desegregated schools. This is shown in Document 1.

Another one is what the African-Americans wanted. Most of them wanted jobs, equal rights, and voting rights. This is shown on Document 4.

But before African-Americans were allowed to march, the police would sometimes attack them— with clubs, attack dogs and/or hydro-cannons. That was another thing the African-Americans wanted an end to.

So basically, the fight for freedom and desegregation had ended. Although several organizations, like the Ku Klux Klan, tried their best to discourage the African-Americans, they were unsuccessful. So that was the end to that war, but the war really didn't end. African-Americans still struggle for equality.

Anchor Level 4-A

The response:

- Thoroughly develops all aspects of the task by discussing ways that African Americans have been denied equal rights and discussing methods individuals, groups and/or the government have used since 1950 to deal with the inequality faced by African Americans
- Is both analytical and descriptive (after African Americans freed, the South did much to keep them from feeling free; segregation was like keeping African Americans locked in the middle of a cage; segregation almost as bad as slavery; importance of media in effecting change; using patience in the struggle helps guarantee success; there were multiple struggles going on; protesting eventually wins equal rights; importance of gaining the power to vote)
- Incorporates relevant information from all the documents
- Incorporates substantial relevant outside information (description of Civil War and slavery to set up inequality; Martin Luther King, Jr.; tactics of the Ku Klux Klan; use of police dogs and hydro cannons; media getting violence on tape; description of harassment in restaurant; viewers saw strength of African Americans to not fight back)
- Supports the theme with many relevant facts, examples, and details (Civil War; segregation; Jim Crow laws; nonviolent protests; Rosa Parks; sit-ins; boycotts; protests; racial equality; economic equality; disruption of Greensboro sit-in; poll taxes; literacy tests; 24th amendment; Voting Rights Act; *Brown v. Board of Education of Topeka*; desegregation; Ku Klux Klan)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response begins with an overview of slavery and segregation and continues with a detailed description of the “war.” The writer of this response assumes that the reader has a working knowledge of the documents and sees no need to repeat that information. The strength of the response is in the strong historical analysis; however, the reader is left with the impression that all of the events in the struggle for equality occurred at the same time.

Since the Revolutionary War there has been slavery in America. Up until the 1950's many African Americans were hopeless that they would gain equality. However something happened in the 1950s that gave hope to African Americans. This was the civil rights movement. Although far away from complete equality to white men the civil rights movement was a bright start.

Before the Civil Rights movement African Americans were denied just about every right. Even though they were not slaves anymore they were segregated by Jim Crow laws which were just as bad. As you can see in Document four of the march on Washington D.C. (Aug. 1963) African Americans were denied many rights. From the signs you can see they were denied the right to vote, the right for decent housing, the right to equal schooling, and the right for certain jobs. Despite how cruel this was segregation was legal when the supreme court ruled that segregation was o.k. as long as separate facilities were equal (even though most often they were not). African Americans were being denied

equality so bad that people like Rosa Parks seen in Document 2 were arrested all because she wouldn't give up her seat on a public bus to a white man. As you can see African Americans were denied equal rights in almost every way possible.

To help the way African Americans were denied equal rights the Civil Rights movement was started. In the movement people boicotted, held sit-ins, and protested in every way possible to gain equality for African Americans. As you can see in Document 3 people would hold sit-ins to gain equality in restaurants. The sit-in was so powerful and so many people joined in to help that they would have to go in the restaurants in shifts because there were so many people. These were ordinary people coming together for a common cause (inequality). Soon due to sit-ins around the country African Americans were gaining equality in restaurants.

Even the government helped in the Civil Rights movement. An example of this is in Document one. As you can see in the document the Supreme Court ruled in *Brown v. Board of Ed. in Topeka*

that in the field of education "separate but equal" has no place. With this the government had to desegregate schools and this was a major step to ending segregation (inequality).

The government also dealt with inequality in Document 5. In Document 5 you can see the government outlawed poll taxes and prohibited literacy tests with amendment 24 and the voting rights act. This was a major gain for equality for African Americans. This is because poll taxes and literacy tests was the only thing that kept blacks from voting. Poll taxes were taxes people paid to vote which many blacks couldn't pay because they were poor (because they couldn't get good jobs due to segregation). Literacy tests were tests they had to pass in order to vote which many African Americans couldn't pass because they were poorly educated. The government helped in a major way by outlawing poll taxes and literacy tests. Many people helped African Americans gain equality.

In conclusion the Civil Rights movement helped gain African Americans rights they were

denied for a long time. Despite a time of rough inequality protests, sit-ins, and boycotts helped African Americans gain equality to whites in so many places.

Anchor Level 4-B

The response:

- Develops all aspects of the task but does so unevenly by discussing methods individuals, groups and/or the government have used since 1950 more thoroughly than discussing ways that African Americans have been denied equal rights
- Is both descriptive and analytical (until the 1950s, many African Americans felt hopeless that they would gain equality; far away from the complete equality even though civil rights movement was a start; even though not slaves anymore, they were segregated by Jim Crow laws; despite cruelty segregation legal; ordinary people come together for a common cause)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 7
- Incorporates relevant outside information (slavery since before the Revolutionary War; implied reference to *Plessy v. Ferguson*; description of poll tax and literacy test)
- Supports the theme with relevant facts, examples, and details (civil rights movement; March on Washington, D.C.; Jim Crow laws; segregation; separate facilities; Rosa Parks; boycott; sit-ins; *Brown v. Board of Education of Topeka*; 24th amendment; Voting Rights laws)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response shows a good grasp of the chronology of the struggle of African Americans to gain equal rights. Outside information is often implied and is overshadowed by the detailed explanation of the document information. The response lays the foundation of the struggle of African Americans to gain equal rights by associating poll tax, lack of jobs, and poverty to the importance of gaining the power to vote; however, these connections are not clear.

After the Civil War African Americans were freed from slavery. With this new freedom came many rights. However some whites were not ready to give African Americans all the rights they deserved. In the 1950's the struggle began as they made their way towards equality. Many groups were there to help, provide guidance, and to fight with the African Americans on their way.

Many rights were denied to the newly freed race of Africans in the United States. Not only were they segregated ~~down~~ against, but they were forced to use ~~separate~~ drinking facilities, and bathrooms. These were usually of poor quality compared to those of the whites. Another rule was that black taxi drivers could only drive blacks and white taxi drivers could only drive whites. In document number one we learn about how separate schools can undermine the confidence and ability to succeed of an African American child. In document number two we learn that blacks were denied the right to sit down in the front

of busses or sit at all if a white person does not have a seat. We see that when Rosa Parks spoke out against this she was arrested. Document three shows us that blacks were not allowed the right to be served at lunch counters simply because of their skin colour.

Document number four shows blacks and whites protesting side by side for the rights not guaranteed to blacks. For example the right to vote, the right for jobs, for equal housing, first class citizenship, decent pay, an end to police brutality, and an end to the Jim Crow Laws. These are all many examples of the amount of right African Americans were deprived of.

Many people as individuals, as well as groups fought side by side with the African Americans. ~~Another~~ In document ~~three~~ two we see Rosa Parks taking the first step as an individual to stop segregation following her came a group that took part in the Montgomery bus boycott. They sat on busses and refused to give up their seats to the whites. In Document

number three we learn about the huge amounts of people, black and white, who want to participate in the sit-ins. Sit-ins are where groups of people go to lunch bars and sit down asking to be served. They are refused, and so they sit there until closing waiting to be served, however the restaurants soon realized they would have to change the rules because they were losing business. In document four we take another look at the protest. These are blacks and whites assembling peacefully in groups trying to make the government see that blacks deserve equal rights to whites. In document number five we see the steps to government took to make life better for African Americans. The twenty-fourth Amendment outlawing poll taxes and making it easier for blacks to vote as well as the Voting Rights act prohibiting literacy tests. These as well as the "grandfather clause" were put into place to keep African Americans out of voting. The "grandfather clause"

said you had to have a white ancestor in order to vote. In Document six we see that the group of Christian Leadership is trying to tell the African Americans to keep protesting non-violently in order to get their message across. As you can see there were many people as well as groups out there fighting alongside the African Americans for equal rights.

~~After~~ African Americans with their new freedom set out in the world to find their place, but were welcomed with a cold shoulder. After a long hard fight for their once denied rights with help ~~to~~ from groups, individuals, and the government, they finally achieved equality to whites.

Anchor Level 4-C

The response:

- Develops all aspects of the task by discussing methods individuals, groups and/or the government have used since 1950 and discussing ways that African Americans have been denied equal rights
- Is more descriptive than analytical (black facilities of poor quality compared to those of whites; segregated schools undermined confidence and ability to succeed; economic losses to whites because of their protest activities; multiracial influence on governmental change; new freedom of African Americans welcomed with cold shoulder; nonviolent protests got the message across)
- Incorporates relevant information from all the documents
- Incorporates relevant outside information (separate drinking facilities and bathrooms; poor quality of separate facilities; grandfather clause; black taxi drivers could only drive blacks and white taxi drivers could only drive whites; decent pay; details about lunch counter sit-ins; peaceful protests)
- Supports the theme with relevant facts, examples, and details (Civil War; segregation; police brutality; Jim Crow; grandfather clause; literacy test; poll taxes; multiracial protests; 24th amendment; Rosa Parks; Montgomery bus boycott; equal rights); includes inaccuracies (a group that took part in the bus boycott sat on busses and refused to give up their seats; black taxi drivers could only drive blacks and white taxi drivers could only drive whites)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. Although the organization is driven by the order of the documents, this does not detract from the historical details. The response contains some good analytical statements, especially in the introduction and conclusion.

Throughout the history of our country, African Americans have struggled for equality in every thing that they have done. When President Lincoln freed all African Americans from slavery in 1863, many people were not willing to accept them. As a result, African Americans had to fight to obtain their rights and show our country that they are just like everyone else and deserve equal opportunities. These great people helped to show us that no matter what your skin color, we are all the same and should be treated that way.

Out of the obstacles the African Americans had to conquer, the biggest struggles were inequality in schools, and segregation in every day life. As far as school goes, black children were kept far away from white children. They were forced to use different facilities, and the books and supplies that they were given, were in horrible condition. All these factors deprived black children of a chance to succeed in the world. It was unfair and needed to be fought against. In the world, black adults

were also segregated from white people. They had to take a back seat on the bus so that white people could sit up front. They also had to sit in certain spots in restaurants and other public places. They were denied of a normal life, and therefore had low paying jobs that could not support many African American families. This injustice needed to be fought against in order for the African American race to survive in America.

Many people helped to fight for black people's rights. In the Supreme Court case, Brown vs. Board of Education, Brown showed the government how blacks were being treated and showed them that things needed to be changed. After telling the court his whole case, the government decided to desegregate schools. This was a big step in the advancement of the black race. Although many people fought for black people, the ones

that really made a difference, were African Americans themselves. On their March on Washington, black people protested against all of the injustices that that they were still faced with. They demanded voting rights and equal job opportunities. They also boycotted buses and went and sat in places where they were never allowed before. Motivated by their leader Martin Luther King, African Americans took a stand for what they believed in, and they received results which gave them a better and more involved part in the United States.

So, in conclusion, African Americans have come a long way in today's society. They have overcome obstacles that they were faced with, and as a result, are much more accepted by white people.

Anchor Level 3-A

The response:

- Develops all aspects of the task with little depth by discussing ways that African Americans have been denied equal rights and discussing methods individuals, groups and/or the government have used since 1950 to deal with the inequality
- Is both descriptive and analytical (biggest struggle for African Americans was inequality in schools and segregation in everyday life; segregation deprived black children of the chance to succeed in the world; segregated facilities; denial of normal life; Brown case showed government how blacks were being treated and showed that things needed to change; African Americans themselves made a difference in their successes)
- Incorporates some relevant information from documents 1, 2, 3, 4, and 7
- Incorporates limited relevant outside information (implied reference to Lincoln's Emancipation Proclamation; reference to segregation based on skin color; conditions in segregated schools; poor educational facilities led to jobs that could not support a family; Martin Luther King, Jr.)
- Includes some relevant facts, examples, and details (bus and restaurant segregation; bus boycotts; *Brown v. Board of Education of Topeka*; March on Washington); includes a minor inaccuracy (all African Americans were freed from slavery in 1863)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are a beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Most of the analytical statements are not supported with historical evidence. Limited use and explanation of document information weakens the response.

African Americans have been fighting for their rights since about 1950. It has been a difficult time for them. They protested in many ways.

On buses, the colored people had to either get in a back seat or stand. A woman named Rosa Parks sat in the front seat one day. A white man got on the bus and told her to move. She refused. She just wouldn't move. She was arrested and taken to police headquarters. She didn't do anything wrong but refused to give up her seat. If she had been white, everything would've been ok. Just being colored was why she got arrested. After this incident, all blacks started the Montgomery bus boycott. They would not take the bus anywhere until they got equal rights.

On August of 1963 thousands of Americans gathered for the March on Washington. They had many signs. Most of them said end segregation in schools, jobs for all now, decent housing now.

Equal rights now, or voting rights now. In 1901 the 24th amendment prohibited the poll tax for blacks voting. Yet there were still literacy tests and most blacks didn't have education. Finally in 1965 the Voting Rights Act prohibited literacy tests. The percentage rate for African-Americans voting, went up after the Voting Rights Act.

They had many non-violence ways to protest. One was that they would take shifts and take up all the restaurant seats so there was no room left. They had boycotts, marches, and public speaking. One very famous public speaker was Martin Luther King Jr. He gave many speeches in a non-violent way.

African-Americans gained many rights in the past 53 years. Still there are a lot of racists out there who feel that they should be treated like before. The federal government

has made it so everyone is equal
but some people still don't listen.
Either way African-Americans have
come far after all that struggle
and difficult time.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth by discussing ways that African Americans have been denied equal rights and discussing methods individuals, groups and/or the government have used since 1950 to deal with the inequality
- Is more descriptive than analytical (there are still a lot of racists out there who feel African Americans should be treated like before; if Rosa Parks had been white, everything would have been ok; percentage rate of African Americans voting increased after the Voting Rights Act; most blacks did not have an education)
- Incorporates some relevant information from documents 2, 3, 4, and 5
- Incorporates limited relevant outside information (Martin Luther King, Jr.; public speaking as a form of protest)
- Includes some relevant facts, examples, and details (Montgomery bus boycott; March on Washington; 24th amendment; poll tax; literacy test; Voting Rights Act; nonviolence; racists); includes some minor inaccuracies (African Americans have been fighting for their rights since 1950; all blacks started the Montgomery bus boycott)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response uses some information from the documents with minimal outside information. However, the response shows a limited depth of understanding of the civil rights movement.

The struggle for equal rights for African Americans has been long and difficult. Beginning in the 1950s, the fight for equality gained momentum. This struggle for equality is known as modern civil rights movement. ~~Why did many African Americans still get treated unfairly? This is a question on many people's minds. Throughout the 1950s there have been many attempts to change that.~~

There were many efforts to stop segregation such as the ~~Montgomery bus boycott~~ Montgomery bus boycott. The Montgomery bus boycott was when Rosa Parks refused to give up her seat for a white man on a city bus, and therefore she was arrested. This was an act of discrimination against not only Rosa Parks but all African American people.

Another problem many people

had was the segregation of children in public schools. In the case of *Brown vs. the Board of Education of Topeka* in 1954 was an example of segregation in public schools. In this case the Supreme Court ruled that "In the field of public education, the doctrine of "separate but equal" had no place. Separate educational facilities are inherently unequal." The doctrine that said that separate schools are separate but equal was wrong because African American kids were not treated fairly. White kids got all the top-notch things. It deprived the African American children from equal educational rights.

The March on Washington which took place in August of 1963 fought for many other rights besides segregation. For example the right to vote, jobs for everyone, serve everyone

in restaurants, better housing, and much more. They did get the right to vote in 1965 when Congress passed the Voting Rights Act of 1965. This act ~~gave~~ gave African Americans the right to vote. This helped a lot of African Americans. Another thing that helped them was the Twenty-fourth Amendment in 1964. ~~This~~ This amendment outlawed the poll-tax.

In conclusion the struggle for African-American rights has been long and difficult. Beginning in the 1950s, the fight for equality gained momentum. This struggle for equality is known as the modern civil rights movement. Throughout the 1950s there were many attempts in changing this. Rosa Parks with the help of Martin Luther King Jr. tried to get equal rights

during the montgomery bus boycott. Brown vs. The Board of Education of Topeka helped the schools. The twenty-fourth amendment in 1964 outlawed the poll tax and the voting rights act in 1965 banned literacy tests. These were just some of the attempts to help African-Americans.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth by discussing ways that African Americans have been denied equal rights and discussing methods individuals, groups and/or the government have used since 1950 to deal with the inequality
- Is more descriptive than analytical (African American children deprived of equal educational rights; March on Washington fought for many other rights in addition to segregation)
- Incorporates some relevant information from documents 1, 2, 4, and 5
- Incorporates limited relevant outside information (white children had top-notch supplies in school; Martin Luther King, Jr.)
- Includes some relevant facts, examples, and details (Montgomery bus boycott; Rosa Parks; discrimination; *Brown v. Board of Education of Topeka*; “separate but equal”; March on Washington; Voting Rights Act; 24th amendment outlawed poll tax); includes a minor inaccuracy (Voting Rights Act of 1965 gave African Americans the right to vote in 1965)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that summarizes the information previously stated

Conclusion: Overall, the response fits the criteria for Level 3. Ways that African Americans have been denied equal rights are mentioned rather than discussed. Limited outside information is used to support the summary of document information.

In the 1960 African-Americans had a battle, a battle that was hard pressed and almost impossible to win. Rosa Parks, Malcom X, and most importantly a priest; Martin Luther King Jr. African-Americans had alot to fight for like segregation in education, voting rights, racial inequalities, than economic inequalities.

The Civil Rights Movement was kicked off when Rosa Parks refused to give her seat to a white man. That led to a bus boycott that involved thousands. inequalities in education than became another issue that was added on to the Civil Rights Movement. Voting for African Americans was also an issue, blacks had to give a poll tax and also take a literacy test that made it hard to vote. Martin L. Kings and others set up a petition know as the March on Washington. In the petition they focused on key issues like: African-Americans voting, segregation in schools, equalities in jobs and housing, and also police brutality to American Americans. Martin Luther King Jr. was one of the ring leaders of the Civil Rights Movement. He believed in Civil disobedience, that the only way to win a war in by the heart not by the muscles. Malcom X was also involved in the Civil Rights movement. He was not as into civil disobedience as Martin L. King Jr. was, he believed that some violent action was needed if they wanted to gain equality. The Koo Klux Klan also made a come back in

Anchor Paper – Document–Based Essay—Level 2 – A

the south during the civil Rights Movement. The Koo
Klux Klan or the KKK was made up of mainly whites who
mainly saw ~~staves~~ African-Americans as slaves.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task by discussing ways that African Americans have been denied equal rights and discussing methods individuals, groups and/or the government have used since 1950 to deal with the inequality
- Is primarily descriptive; includes weak and isolated analysis (African Americans had a battle in the 1960s that was hard pressed and almost impossible to win; only way to win a war is by the heart not the muscles; Ku Klux Klan made a comeback in the South during the civil rights movement)
- Incorporates limited relevant information from documents 1a, 2, 4, 5, and 7
- Presents little relevant outside information (Malcolm X believed in violent actions; Martin Luther King, Jr. believed in civil disobedience; Ku Klux Klan)
- Includes some relevant facts, examples, and details (Rosa Parks; segregation in education; bus boycott; poll tax; literacy test); includes an inaccuracy (refers to the March on Washington as a petition)
- Demonstrates a general plan of organization; lacks focus; contains digressions; includes an introduction that is beyond a restatement of the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Although all aspects of the task are minimally addressed, the sweeping generalizations such as the discussion about the Ku Klux Klan detract from the quality of the response. The lack of focus in this response offsets the quality of outside information and analysis.

The struggle for equal rights for African Americans has been long and difficult. Beginning in the 1950s, the fight for equality gained momentum. This struggle for equality is known as the modern civil rights movement. In the following paragraphs I will discuss that African Americans have been denied equal rights and ways individuals, groups or the government attempted to deal with the inequality faced by African-Americans.

The inequality that African Americans experienced in document 1 helped the ruling in *Brown v. Board of Education, Topeka*, in the field of public education, the doctrine of "separate but equal" has no place. Separate educational facilities are inherently unequal.

Document 4 shows African Americans protesting about the inequality in police brutality, jobs, decent housing, voting, segregated rules in public school, and many other segregation in other areas. Document 3 says From the Greensboro area there must have been people from six or seven university campuses who wanted to participate who wanted to help the sit-in, who wanted to picket (take part in a public demonstration).

The ways individuals, groups or the government have attempted to deal with the inequality face by African Americans. In Document 2, Rosa Parks was arrested because she refused to give up her seat to a white man. After Rosa Parks' arrest the method used in Montgomery, Alabama to deal with the inequality faced by African Americans was the Montgomery boycott.

In document 7 shows a cartoon of an African American climbing out of a hole labeled Racial Inequality. Then shows another picture of the African American out of the hole but shows another opening on top of the hole and is labeled economic inequality. The reason for this cartoon was to show the problems of African Americans and the even bigger problems after them.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task by discussing ways that African Americans have been denied equal rights and discussing methods individuals, groups and/or the government have used since 1950 to deal with the inequality
- Consists primarily of descriptive statements from the documents; includes weak and isolated application (inequality African Americans experienced helped the ruling in Brown; reason for this cartoon was to show the problems of African Americans and the even bigger problems after them)
- Consists primarily of relevant information copied from documents 1b, 2, 3, 4, and 7
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Brown v. Board of Education of Topeka*; segregation; “separate but equal”; Rosa Parks; Greensboro sit-in; Montgomery boycott)
- Demonstrates a general plan of organization but lacks focus; does not clearly identify which aspect of the task is being addressed; includes an introduction that is a restatement of the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The restated document information is not integrated into the discussion. The weakness in focus detracts from the development of the theme.

African Americans have had unequal rights through the 1950's and still face some problems today with racism. African Americans would fight for there rights but clans such as the Klu-Kluxes Klan or the KKK would threaten them with death if they spoke up. People such as Martin Luther King Jr wouldn't let the African Americans quit he kept ~~on~~ ~~pushing~~ for equal rights but died before they did have equal rights.

Rosa Parks was another stubborn doxcotten wen she refused to give up her seat on the bus to a white man. She was arrested and taken to jail.

In August of 1963 thousands of African american joined in a ~~parade~~ ^{march} on Washington D.C. and protested voting rights, end segregation in schools, Demand for decent housing and ~~jobs~~ ^{Jobs.}

Before The voting ~~act~~ ^{Rights} act ~~but~~ hardly any African americans voted but after the voting act was passed alot more African

Americans voted.

Although it didnt seem like but african American made advances such as Badical Inequality but still had Economical Inequality to get through. But at the end all of the African Americans did get the equality. Although there are still some people who belire that there better than African Americans.

Thanks to people like Martin Luther King Jr. African Americans and other Races got there freedom.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task by discussing ways that African Americans have been denied equal rights and discussing methods individuals, groups and/or the government have used since 1950 to deal with the inequality
- Is primarily descriptive; includes weak application (Ku Klux Klan would threaten them with death if they spoke up; Rosa Parks was another stubborn boycotter; description of sit-down protest; still some people who believe they are better than African Americans)
- Incorporates limited relevant information from documents 1a, 2, 4, 5, and 7
- Presents little relevant outside information (Martin Luther King, Jr.; Ku Klux Klan)
- Includes few relevant facts, examples, and details (equal rights; March on Washington; segregation in schools; Voting Rights Act); includes an inaccuracy (at the end all African Americans did get equality)
- Demonstrates a general plan of organization but does not clearly identify which aspect of the task is being addressed; includes an introduction that is beyond a restatement of the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Information from the documents minimally addresses all parts of the task. However, the response shows little apparent comprehension of how the documents relate to the theme.

The struggle for equal rights for African Americans has been long and difficult. Beginning in the 1950's, the fight for equality gained momentum. This struggle for equality is known as the modern civil rights movement.

In this time period, African Americans have been denied equal rights, in many ways. African Americans, when on the bus had to give up their seats to a white person if no other seats were available. They were also denied to vote. African American children were also turned down to get an education. Which was called segregation.

During this segregation process many African Americans tried to end inequality. In doing so they came up with many different ways and groups to end this problem. One form of protest was the March on Washington D.C. which was in 1963. For the March the African Americans did succeed in getting many people to support. They even got some whites in on the

protest too

The struggle for African Americans has been very long and difficult. As this problem continued over the years, we were all able to stop racism throughout the world.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task by mentioning ways that African Americans have been denied equal rights and mentioning one method a group has used since 1950 to deal with the inequality
- Is descriptive; lacks understanding and analysis (African Americans had to give up their seats on the bus if no other ones available; during segregation process, many African Americans tried to end inequality; one form of protest was the March on Washington)
- Makes vague, unclear references to documents 1a, 2, and 4
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (segregation; March on Washington); includes inaccuracies (African American children turned down to get an education which was called segregation; we were able to stop racism throughout the world)
- Demonstrate a general plan of organization but lacks focus; includes an introduction that restates the historical context and an inaccurate conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response uses portions of three documents but makes inaccurate statements about the information. Very little relevant information is provided to address the task.

Back in the 1950's African Americans faced different equal rights than from the whites. Meaning the whites were more more important than the blacks. The Blacks + whites had there own water fountains, + the whites were able to take the seats of the blacks in the ~~seats~~ buses. Back then if the blacks did not give up there seat to a white ~~person~~ ^{person} the black person can go to prison. Ex-Rosa Parks who went to jail for not giving up her seat, who also wanted equal rights. In 1963 there was a march in Washington DC, b/c of Martin Luther King who had dreams for equal rights + was also black. His dream then came true, but was then assassinated by a man name Oswald. It was a famous march for M.L.K.

Anchor Level 1-B

The response:

- Minimally develops all aspects of the task by mentioning ways that African Americans have been denied equal rights and mentioning methods an individual and a group have used since 1950 to deal with the inequality
- Is descriptive; lacks understanding, application, and analysis (Rosa Parks went to jail for not giving up her seat; Martin Luther King's dream for equal rights)
- Makes vague, unclear references to documents 2 and 4
- Presents little relevant outside information (blacks and whites had their own water fountains)
- Includes few relevant facts, examples, and details (March on Washington); includes inaccuracies (different equal rights; Oswald assassinated Martin Luther King; King's dreams came true before he was assassinated)
- Demonstrate a weakness in organization; lacks focus; contains digressions; does not clearly identify which aspect of the task is being addressed; lacks an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Information from two documents is mentioned without any development of that information. The inaccuracies are a major distraction from the task.

The struggle for equal rights for African Americans has been long and difficult. Beginning in the 1950's, the fight for equality gained momentum. This struggle for equality is known as the modern civil rights movement.

... African Americans have been denied lots of things for a long time. They have been denied things since slavery when they were denied their freedom.

Anchor Level 0

The response:

Fails to develop the task; copies the historical context from the test booklet

Conclusion: Overall, the response fits the criteria for Level 0. Two general statements are made that refer to the theme in a general way. No relevant facts are presented, and no references are made to the documents.

African Americans have had a long tough time trying to be equal to all mankind. They have performed sit-ins, Marches, and much more here are some of the things that African Americans did to gain their equal rights.

Rosa Parks was an intelligent African American woman. She had chosen to sit in the front of the bus where only white people could sit. She refused to move though she was given many chances when a white man told her that she had to get out of the seat and move to the back of the bus. She was arrested and fingerprinted. She did a small thing that made a huge difference. Her action also caused the Montgomery bus boycott.

African Americans also had sit-ins to gain their equality. Many African Americans liked to get involved in gaining their equal rights. So many African Americans would show up that they would have to do shifts. They would go into a restaurant and sit wherever they wanted no matter what. They sat at counters where African

Americans were forbidden to sit. They would even fill up the restaurant because there were so many of them.

African Americans also had very poor education. They were not able to attend schools with white children. They were also given horrible education supplies. It is believed and true that you can not do much with a poor education and with their teachings they had no future. When the Brown vs. Board of Education of Topeka was over the States provided education for African Americans and their education was just like the whites education.

One other thing was thousands of African Americans gathered for the March on Washington D.C. They protested for many things such as to end segregated rules in schools, decent housing, voting rights, jobs, and end police brutality. All of them would protest for days and hours because they wanted their equal rights very bad.

African Americans would do anything to gain their rights no matter how long or hard it was. It took a very long time and it was very hard but they still made it.

In the present, African Americans are more or less treated equally. It wasn't always so. They used to suffer horrible injustices. But they didn't take this lying down, they fought back. They persevered and became the wonderful group they are today.

There were many inequalities blacks suffered. Their children had to go to separate schools from whites. (Doc. 1) They also didn't have the same economic opportunities that whites had. (Doc. 7) These were Jim Crow laws in the south that restricted most of the activities of blacks. Blacks were required to pass literacy tests, pay poll taxes, and in some states, even some whites couldn't vote unless their grandfather had voted. In the south, they were also even lynched by the KKK and other groups and random mobs. It was obviously not a good time to have been black.

However, as was mentioned before, the blacks fought back. But not with violence like that that had been directed at them. They fought with ~~with~~ peaceful action and the spoken word. For example, there was a law in Montgomery, Alabama that ~~on buses~~ on buses blacks would have to sacrifice their seats to whites. One woman, Rosa Parks, refused, was arrested, and sparked the Montgomery Bus Boycott. (Doc. 2) The blacks refused to ride the buses. When the bus company lost money, it decided to let the blacks sit anywhere on the bus. There were also sit-ins. Black people would sit at lunch counters reserved for whites and refuse to leave until they were served. (Doc. 3) This evolved into Freedom Rides. This is when blacks and white would ride a bus, generally teenagers, and ride all over the country using whites only

facilities. Another movement was the formation of the National Association for the Advancement of Colored People (NAACP). The NAACP fought for civil rights but had little success until the 1950s when they brought some cases to the Supreme Court. In "Brown v. Board of Education", the Court decided that "separate but equal" was wrong. (Doc. 1)

The blacks had many leaders but the most powerful was Martin Luther King Jr. He was an amazing speaker and great leader. He heavily advocated nonviolence and led many marches. Probably the most effective was the March on Washington. (Doc. 4) The government didn't just stand there either. It illegalized the poll tax and the literary tests required to vote in the southern south leading to more voters that were black. (Doc 5)

In the end, the Civil Rights movement of the 1950s really changed America. It really helped bring us closer to the ideal this nation was built on, equality and freedom for all.

In the 1950's African Americans were denied equality. Many people were racist, and the government segregated Blacks from whites. African Americans were not treated very far.

The later 1950's brought about change. Before then, all African Americans were facing unequal rights. Children in public schools were being segregated. Whites in one school blacks in the other. African Americans could not work at the same jobs as whites. Blacks protested, for jobs, for their children to be able to go to the same school as whites and for desegregation.

A famous African American woman in history was Rosa Parks. Blacks were supposed to sit in the back of buses and give up their seat for white people. Rosa Parks did not follow this rule. One day she got on the bus, took the front seat. When a white man came and told her to move, she refused. Rosa Parks got arrested. Through the years African Americans worked hard to try and get their freedom. Trials were held, one

Way Brown vs. Board of Education. This trial was held to try to desegregate whites and blacks in school. So white children could learn with black children.

African Americans kept protesting. They'd have protests such as a "sit down" protest where they'd all sit somewhere and take up a whole area, like a restaurant. They had signs that said "We march for Jobs for all now!" and "UAW says, end segregation rules in public schools". Eventually African Americans got accepted. They began to be able to do more and go more places and not get arrested. In 1965, the voting act was passed, after 1965, more blacks were voting, they got the right to vote, and they got what they wanted, Desegregation.

Finally, African Americans were desegregated. Most Racism was over. Although down in the southern states there is still some racism, but most is gone. Now Blacks are equal to whites.

The struggle for equal rights for African Americans has been long and difficult. Beginning in the 1950's, the fight for equality gained momentum. This struggle for equality is known as the modern civil rights movement.

African Americans ~~are~~ were denied equal rights just like Rosa Parks when she refused to give up her seat ~~to~~^{to} a white person on the bus. She was black, just like the African Americans, they were treated differently than the white people. In documents, not much African Americans voted before the Voting Rights Act of 1965, then after the Act, there were more votes. It was easier now for them. In different parts of the U.S. African Americans voted more than others, but harder.

~~Indiv~~ Individuals, groups or the government have attempted to deal with the equality faced by African Americans. According to Document 7, and African American is almost free from Radical Inequality. ~~It's~~ It's almost

out and has to face Economic Inequality.
~~There is not~~ They have face more Inequality.
In document one, black children ~~couldn't~~
couldn't have a ~~education~~ opportunity
to have an education. It's on the basis
of race. The blacks were treated differently
than whites. ~~They do~~ Not all whites
hated blacks but most did. Now
blacks and whites are treated equally.

Equal rights for African Americans was
difficult ~~to~~ for them, and long until
they were equal. In 1950's the fight
for equality was strong. It's a struggle
~~that was~~ to face to gain equality
called the modern civil rights movement.

The struggle for equal rights for African Americans has been long and difficult. Beginning in the 1950's, the fight for equality gained momentum. This struggle for equality is known as the modern civil rights movement.

On Document 2, Rosa Parks fought for her rights on the bus. Rosa Parks sat on the bus and refused to give up her seat on the bus for a white man. Later on Rosa Parks was arrested and sent to jail. When out of jail, many people began boycotting buses. Bus fares were going down and then the blacks won their equal rights to go and sit ~~wherever~~ where ever they wanted to on the bus.

In Document 1, Brown vs. Board of Education Topeka, Kansas 1954 fought for ~~the~~ black children's rights to go to white schools. Brown complained about how his ~~child~~ child had to walk a mile just to get to school when ~~the~~ there was another school ~~is~~ a few blocks down. Brown wanted desegregated schools. Brown won the case and his daughters no longer has to walk a mile to school.

In Document 4, the March on Washington

Banned all equal rights for african americans.
Millions came to march and protest against the
rights for African Americans. This was where
Dr. Martin Luther King made his "I have a
Dream" speech. MLK won the Nobel peace
prize and Freedom and equal rights to all blacks.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with little depth by discussing ways that African Americans have been denied equal rights and discussing methods individuals, groups and/or the government have used since 1950 to deal with the inequality
- Is more descriptive than analytical (African Americans have had a long, tough time trying to be equal to all mankind; Rosa Parks had chosen to sit in the front of the bus where only white people sat and refused to move even though she was given many chances; Rosa Parks did a small thing that made a huge difference; it is believed and true that you could not do much with a poor education)
- Incorporates some relevant information from documents 1, 2, 3, and 4
- Incorporates limited relevant outside information (description of sit-in; horrible education supplies)
- Includes some relevant facts, examples, and details (sit-ins; marches; Montgomery bus boycott; *Brown v. Board of Education of Topeka*; March on Washington; segregated rules); includes some minor inaccuracies (after the Brown decision, education of African Americans was just like whites education; African Americans would do anything to gain their rights)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The discussion of each aspect of the task and the inclusion of outside information are limited. The discussion is organized by a summary of each document that is used to address the task.

Practice Paper B—Score Level 4

The response:

- Develops all aspects of the task by discussing ways that African Americans have been denied equal rights and discussing methods individuals, groups and/or the government have used since 1950
- Is both descriptive and analytical (peaceful action and the spoken word as a means of protesting; use of nonviolence even though violence had been directed at them; Rosa Parks' actions sparked the bus boycott; before 1950 was not a good time to have been black; civil rights movement helped bring us closer to the ideal this nation was built on)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 7
- Incorporates relevant outside information (blacks lynched by Ku Klux Klan and random mobs; bus company lost money, then decided to let blacks sit anywhere; Freedom Rides; formation of NAACP; Martin Luther King, Jr.)
- Supports the theme with relevant facts, examples, and details (March on Washington; Jim Crow; segregated schools; equal economic opportunities; Montgomery bus boycott; nonviolence; sit-ins; poll tax; literacy tests; grandfather clause; *Brown v. Board of Education*)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The civil rights movement is used as the theme to discuss the African American struggle for equal rights. The analytical tone indicates a good grasp of the civil rights movement; however, this response lacks the depth of understanding needed for a level 5 paper.

Practice Paper C—Score Level 2

The response:

- Minimally develops all aspects of the task by discussing ways that African Americans have been denied equal rights and discussing methods individuals, groups and/or the government have used since 1950 to deal with the inequality
- Is primarily descriptive; includes weak application and analysis (whites in one school, blacks in another; Rosa Parks did not follow the rules; through the years African Americans worked hard to try and get their freedom; *Brown v. Board of Education* held so white children could learn with black children; eventually African Americans began to be able to do more and go more places and not get arrested; most racism over, although there is still some in the South)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, and 7
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (segregation; desegregation; “sit-down” protests; Voting Rights Act)
- Demonstrates a general plan of organization but lacks focus; includes a brief introduction and a conclusion that refers to the theme

Conclusion: Overall, the response fits the criteria for Level 2. The discussion weakly incorporates relevant information from the documents. Much of the response contains simplistic descriptions and weak generalizations.

Practice Paper D—Score Level 1

The response:

- Minimally develops all aspects of the task by mentioning ways that African Americans have been denied equal rights and mentioning methods individuals, groups and/or the government have used since 1950 to deal with the inequality
- Is descriptive; lacks understanding, application, and analysis (African Americans denied equal rights; African Americans treated differently than white people; not many African Americans voted before Voting Rights Act but after the Act there were more voters; in different parts of the United States, African Americans voted more than others but harder; not all whites hated blacks but most did)
- Makes vague, unclear references to documents 1a, 2, 5, and 7
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (Rosa Parks; Voting Rights Act of 1965); includes an inaccuracy (black children could not have an opportunity to an education)
- Demonstrate a weakness in organization; lacks focus; contains digressions; includes an introduction that repeats the historical context and a conclusion that is somewhat incoherent

Conclusion: Overall, the response fits the criteria for Level 1. Although some accurate information is mentioned, this response indicates little understanding of the civil rights movement.

Practice Paper E—Score Level 2

The response:

- Minimally develops all aspects of the task by discussing ways that African Americans have been denied equal rights and discussing methods individuals, groups and/or the government have used since 1950 to deal with the inequality
- Is primarily descriptive; includes faulty and weak application and analysis (the Rosa Parks story; background on Brown; King’s involvement in the march)
- Incorporates limited relevant information from documents 1a, 1b, 2, and 4
- Presents little relevant outside information (Martin Luther King Jr.; details about Brown case; “I Have a Dream” speech)
- Includes few relevant facts, examples, and details (Rosa Parks; bus boycott; *Brown v. Board of Education of Topeka*; March on Washington); includes some inaccuracies (millions protested against rights for African Americans; March on Washington earned all equal rights for African Americans)
- Demonstrates a general plan of organization; contains digressions (Martin Luther King’s Nobel Peace Prize); includes an introduction that repeats the historical context and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. All aspects of the task are minimally addressed with some outside information and some document information. Documents are discussed individually, but they are not tied together into a cohesive whole.

Grade 8 Intermediate-Level Social Studies

Descriptions of Performance Levels

Performance Level	Range of Final Scores	Definitions
4 Meeting the Standards with Distinction	85–100	Shows evidence of superior understanding of the content and concepts and of the skills required for intermediate-level achievement in each of the learning standards and key ideas assessed in social studies. Shows evidence of superior ability to apply the social studies content, concepts, and skills required for entering secondary academic environments.
3 Meeting the Standards	65–84	Shows knowledge and understanding of the content and concepts and of the skills required for intermediate-level achievement of the five learning standards that are assessed in social studies. Shows the ability to apply the social studies content, concepts, and skills required for entering secondary academic environments.
2 Not Fully Meeting the Standards	44–64	Shows only minimal knowledge and understanding of the content and concepts and of the skills required for intermediate-level achievement of the five learning standards that are assessed in social studies. Shows only minimal knowledge of the social studies content, concepts, and skills required for entering secondary academic environments.
1 Not Meeting the Standards	0–43	Does not show proficiency in understanding the content and concepts and proficiency in the skills required for intermediate-level achievement in any or most of the learning standards and key ideas assessed in social studies. Does not show evidence of an ability to apply the social studies content, concepts, and skills required for entering secondary academic environments.

Specifications Chart

DOCUMENT-BASED QUESTION	STANDARDS/UNIT
Denial of equal rights to African Americans and the methods used since 1950 by individuals, groups, and the government to deal with the inequality	Standards 1, 4, and 5: United States and New York History; Economics; Civics, Citizenship, and Government Unit 11: World War II to the Present

The *Chart for Determining the Final Test Score for the June 2005, Grade 8, Intermediate-Level Test in Social Studies*, will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> by noon on Thursday, June 2, 2005. Conversion charts provided for the previous administrations of the Grade 8, Intermediate-Level Test in Social Studies must NOT be used to determine students' final scores for this administration.