

# 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 8, 2006

Updated information regarding the rating of this test may be posted on the New York State Education Department's web site during the rating period. Visit the site <http://www.emsc.nysed.gov/osa/> and select the link "Examination Scoring Information" for any recently posted information regarding this test. This site should be checked before the rating process for this test begins 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 and score levels 4, 3, and 2 have three papers each. They are ordered by score level from high to low.
- Commentary explaining the specific score awarded to each paper
- Five prescored practice papers

### 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.

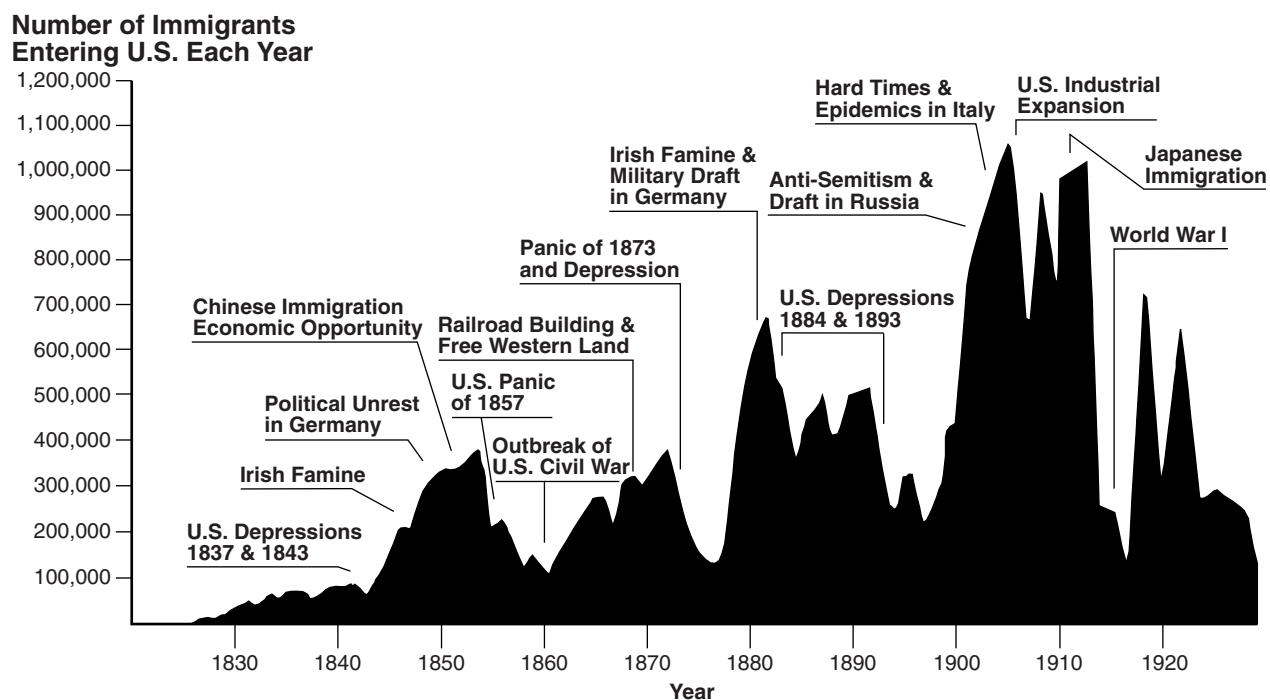
### Rating the Part III A (Scaffold) Questions

- (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 <http://www.emsc.nysed.gov/osa/> must be used for determining the final test score.

**Grade 8 Intermediate-Level Social Studies**  
**Part III A Specific Rubric**  
**Document-Based Question—June 2006**

**Document 1**



Source: Martin W. Sandler, *In Search of America*, Ginn (adapted)

**Question 1a** Based on this graph, identify *two* conditions in their native countries that caused immigrants to come to the United States.

**Scoring Note:** This question focuses on the push factors of immigration and must identify conditions in the immigrants' native countries. It is *not* asking for the standard reasons for immigration such as religious freedom and better job opportunities.

**Score of 2 or 1:**

- Award 1 credit (up to a maximum of 2 credits) for each *different* condition in their native countries that caused immigrants to come to the United States, as shown in the graph  
*Examples:* Irish famine; political unrest; epidemics; lack of economic/job opportunities; hard times; limited/no freedom of religion; anti-Semitism; military draft

**Note:** To receive maximum credit, two *different* conditions in the immigrants' native countries must be identified. For example, *the Irish famine* and *people starved because the potato crop failed* are the same condition, expressed in different words. In similar cases, award only *one* credit for this question.

**Score of 0:**

- Incorrect response  
*Examples:* Japanese immigration; they had a better life; freedom of religion; World War I
- Vague response that does not answer the question  
*Examples:* freedom; outbreak; economic opportunity
- No response

**Question 1b** Based on this graph, identify *one* situation in the United States that led to an increase of immigrants coming into the nation.

**Score of 1:**

- Identifies a situation in the United States that led to an increase of immigrants coming into the nation, as shown in the graph  
*Examples:* industrial expansion; railroad building; free western land

**Score of 0:**

- Incorrect response  
*Examples:* Panic of 1873; Chinese immigration; Depression of 1893; any other depression shown in the graph
- Vague response that does not answer the question  
*Examples:* opportunity; war
- No response

## Document 2

This is part of an interview with Catherine Moran McNamara, an Irish immigrant, who arrived in the United States around 1900.

. . . There was twelve in our family. The oldest died and the other one went to Australia with my uncle. I was about five when she went. So there was ten of us, you might say, in our family. We had to pay *every* cent we possibly could produce to taxes. Every war England had she had you pay her part, even though you just had nothing, and you had to pay on your land some expenses of it. . . .

My mother kept house and my father had no work but just the bit of land we had, to work it, and give the cream of the milk to England for everything. They had to get the big rent, and then if the year was bad and the stuff didn't grow, we suffered on that.

The Irish lived under awful stress. I've seen the family thrown out. I recall that distinctly because we took them in our barn. They had no place for their bed, for anything. I seen the little child, this is God's truth, I'll never forget this, it was just about a year and a half, put out in the little cradle. I see the pots put out and the coals of fire put into the iron oven they used to bake with. Everything they had, put into the yard. If they were caught in that yard that night they'd be shot or somethin'.

England did this, of course, and her regime. She had certain ones to do it. The landlord, he was English, and the English owned Ireland then. . . .

Source: June Namias, *First Generation: In the Words of Twentieth-Century American Immigrants*, Beacon Press, 1978

### Question 2 Based on this document, state *two* reasons many Irish citizens immigrated to the United States around 1900.

#### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* reason that many Irish citizens immigrated to the United States around 1900, as stated in this document  
*Examples:* no work; poor crops; no place to live; taxes; English owned/controlled Ireland; evictions; family stress; possibility of being killed if rents weren't paid; lost all their possessions; the landlord was English

**Note:** To receive maximum credit, two *different* reasons must be identified. For example, *no work in Ireland* and *more work in the United States* are the same reason, expressed in different words. In similar cases, award only *one* credit for this question.

#### Score of 0:

- Incorrect response  
*Examples:* mothers kept house; there were no cows in Ireland
- Vague response that does not answer the question  
*Examples:* there was 12 in our family; every cent was paid; immigrants; you had to put your children out in the cradle
- No response

### Document 3

This is part of an interview with George Kokkas, a Greek immigrant, who arrived in the United States in 1969.

. . . Work over there was very bad. In those days [1967], a worker in Greece made about five dollars a day, when a worker's pay in the United States was about thirty dollars a day. But the reason I came to the United States was because the situation in Greece was bad. And I was concerned about the education of my kids. Greece in those days had only one university, and if you had kids who wanted to go to the university it was very hard to get the chance.

Source: Gladys Nadler Rips, *Coming to America: Immigrants from Southern Europe*, Delacorte Press

**Question 3** Based on this document, identify *two* reasons that led this Greek immigrant to move to the United States.

#### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* reason that led this Greek immigrant to move to the United States, as stated in this document  
*Examples:* poor pay in Greece/better pay in the United States; little chance for a college education in Greece; bad situation in Greece; opportunity for a better life in the United States; worker could only make \$5 a day in Greece and \$30 a day in the United States

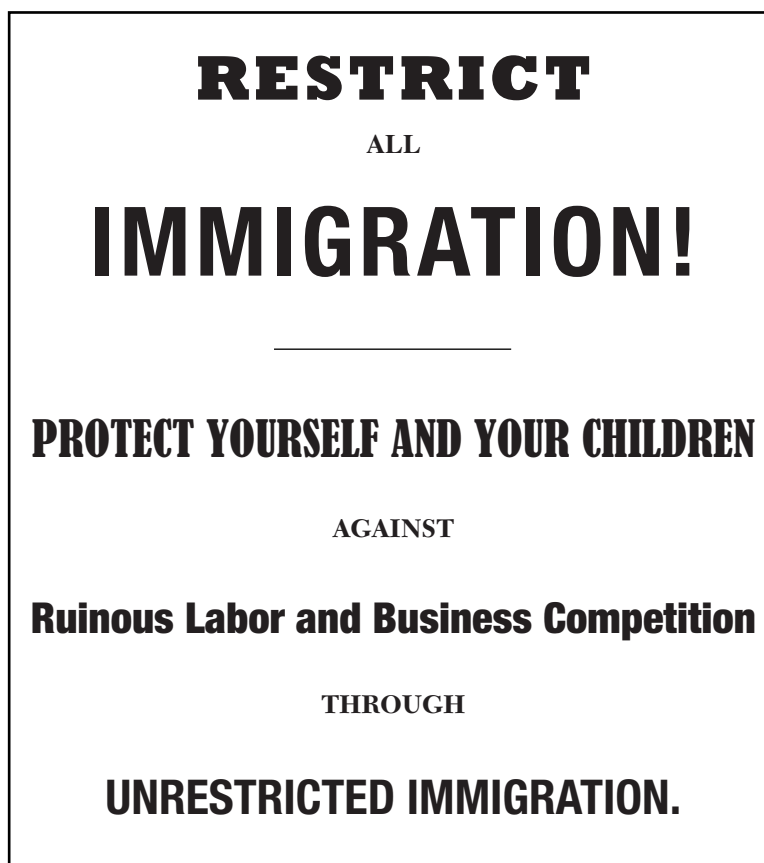
**Note:** To receive maximum credit, two *different* reasons must be identified. For example, *Greece had only one university* and *it was hard to get the chance to go to university* are the same reason, expressed in different words. In similar cases, award only *one* credit for this question.

#### Score of 0:

- Incorrect response  
*Examples:* there was no money in Greece; no education in Greece
- Vague response that does not answer the question  
*Examples:* they were concerned; one university; money; education; chance; pay; they wanted to come to the United States
- No response

#### Document 4

With increased immigration in the mid-1800s, open hostility towards foreigners was expressed in the form of anti-immigration pamphlets such as this one, dated 1885.



Source: Edward G. Hartmann, *American Immigration*,  
Lerner Publications (adapted)

**Question 4** Based on this document, identify *one* reason many native-born Americans in the late 1800s were in favor of restricting immigration.

#### Score of 1:

- Identifies a reason many native-born Americans in the late 1800s were in favor of restricting immigration  
*Examples:* fear of losing jobs; business competition; immigrants would work for less pay; immigrants cause more competition for jobs; ruinous labor competition; protect themselves and their children; without immigrants, native-born workers would receive more pay; less competition for jobs without immigrants

#### Score of 0:

- Incorrect response  
*Examples:* unrestricted immigration; children were protected
- Vague response that does not answer the question  
*Examples:* labor; pamphlets; open hostility; increased immigration; work for less pay; more competition for jobs
- No response



## Document 5



Source: Lewis W. Hine, November 1912, Library of Congress

**Question 5** Based on this photograph, identify *one* reason that living in a tenement was often difficult for immigrants.

### Score of 1:

- Identifies a reason that living in a tenement was often difficult for immigrants, as shown in the photograph  
*Examples:* it was crowded; lack of space; rooms served many purposes; too many people in one room; room was used for work; they lived in one room; it was cluttered; had to hang their laundry inside; had to cook in the same room they worked in

### Score of 0:

- Incorrect response  
*Examples:* there were no beds; no storage; no closets; no food on the stove
- Vague response that does not answer the question  
*Examples:* they had to live somewhere; men were unemployed; they did things
- No response

Document 6

Photograph of New York City Garment Workers, 1913



Source: *Historical Atlas of the United States*, National Geographic Society, 1988

**Question 6** Based on this photograph, identify *one* goal of this protest by immigrant workers.

**Score of 1:**

- Identifies a goal of this protest by immigrant workers  
*Examples:* to join/have labor unions; to have closed shops; 8-hour day; a shorter work day; to unify workers; to correct poor working conditions

**Score of 0:**

- Incorrect response  
*Examples:* longer hours; to have open shops; keep their language
- Vague response that does not answer the question  
*Examples:* protest; picket; dissatisfaction with working conditions; make their point
- No response

## Document 7

This is part of a letter from a Polish immigrant, who came to the United States in 1913.

I'm in this country for four months.

I am a polish man. I want be american citizen . . . But my friends are polish people—I must live with them—I work in the shoes-shop with polish people—I stay all the time with them—at home—in the shop—anywhere.

I want live with american people, but I do not know anybody of american. I go 4 times to teacher, and must pay \$2 weekly. I wanted take board [to live] in english house, but I could not, for I earn only \$5 or 6 in a week, and when I pay teacher \$2, I have only \$4—\$3— and now english board house is too dear [expensive] for me. Better job to get is hard for me, because I do not speak well english and I cannot understand what they say to me. The teacher teach me—but when I come home—I must speak polish and in the shop also. In this way I can live in your country many years—like my friends—and never speak—write well english—and never be good american citizen. . . .

Source: Report of the Commission on Immigration on the Problem of Immigration in Massachusetts, 1914  
(adapted)

**Question 7** Based on this document, state *two* reasons it was difficult for this Polish immigrant to fit into American society.

### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* reason that made it difficult for this Polish immigrant to fit into American society, as stated in this document  
*Examples:* could not speak English well/only spoke Polish at home and work/language barrier; not enough money; hard to get good jobs; United States was too expensive; hard to move out of ethnic neighborhoods; teachers were too expensive; spends all his time with Polish people (at work, at home); boarding house rent and school costs were too expensive

**Note:** To receive maximum credit, two *different* reasons must be identified. For example, *could not speak English well* and *only spoke Polish* are the same reason, expressed in different words. In similar cases, award only *one* credit for this question.

### Score of 0:

- Incorrect response  
*Examples:* Polish people had to live together; he gets paid \$2 a week; never be a good American citizen
- Vague response that does not answer the question  
*Examples:* good American citizen; wants to be an American citizen; Polish people work in the shoe shop
- No response

**Grade 8 Intermediate Level Social Studies**  
**Part III B—Content-Specific Rubric**  
**Document-Based Essay—June 2006**

**Historical Context:** The United States is a nation of immigrants. For a variety of reasons, groups of people from foreign lands left their native countries and relocated to the United States. Many of these immigrants faced hardships after they arrived in the United States.

**Task:**

- Discuss reasons immigrants came to the United States
- Discuss hardships faced by immigrants after they arrived in the United States

**Scoring Notes:**

1. The discussion should include *at least two* reasons immigrants came to the United States and *at least two* hardships faced by immigrants **after** they arrived in the United States. (This document-based question has a minimum of *four* components.)
2. The discussion on hardships faced by immigrants after they arrived in the United States may refer to immediate or long-term hardships.
3. For outside information, the response may cite examples of immigration to the United States that are not included in the documents, e.g., Vietnamese immigration or recent Mexican immigration issues.
4. The response may also refer to any time period not included in the documents, e.g., immigration before 1830 or immigration after 1967.
5. General problems or specific examples may be used in support of the discussion.

**Score of 5:**

- Thoroughly develops all aspects of the task evenly and in depth by discussing *at least two* reasons immigrants came to the United States and *at least two* hardships faced by immigrants **after** they arrived in the United States
- Is both descriptive and analytical (analyzes, evaluates, and/or creates information), e.g., connects nativist feelings and actions towards immigrants to the resistance of the formation of labor unions; analyzes the role of push and pull factors as they relate to immigration
- Incorporates relevant information from *at least four* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to reasons immigrants came to the United States and hardships faced by immigrants after they arrived in the United States (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., nativism; Know-Nothing (American) Party; myths about America; formation of labor unions; free land in the United States; building of railroads; ethnic neighborhoods; assimilation
- 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 by discussing *at least two* reasons immigrants came to the United States and *at least two* hardships faced by immigrants **after** they arrived in the United States but may do so somewhat unevenly such as discussing one aspect more thoroughly than another
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., describes the role immigrants played as an obstacle in the formation of labor unions; describes push and pull factors as they relate to immigration
- Incorporates relevant information from *at least four* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Score of 3:**

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

**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* reasons immigrants came to the United States **but** discusses *only one* hardship faced by immigrants after they arrived in the United States
2. Discusses *only one* reason immigrants came to the United States **and** discusses *at least two* hardships faced by immigrants after they arrived in the United States

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

**Score of 2:**

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

**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* reasons immigrants came to the United States
2. Discusses *at least two* hardships faced by immigrants after they arrived in the United States
3. Discusses *one* reason immigrants came to the United States **and** discusses *one* hardship faced by immigrants after they arrived in the United States

**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

## *Key Ideas from the Documents*

<b>Reasons Immigrants Came to the United States</b>
<b>Document 1</b> —Irish famine; political unrest; wars; economic opportunities, free land, railroad jobs in the United States; military drafts in European countries; anti-Semitism; political, economic, and social hard times in Europe; epidemics in Europe; industrial expansion in the United States
<b>Document 2</b> —British domination of Ireland; high taxes, high rents; unpredictable crops; British evictions
<b>Document 3</b> —Desire for educational opportunities; job opportunities with higher wages in the United States; more opportunities for their children

<b>Hardships Faced by Immigrants after They Arrived in the United States</b>
<b>Document 4</b> —Open hostility toward unrestricted immigration; unfavorable public pamphlets
<b>Document 5</b> —Cluttered living space; overcrowding; many purposes for single room (kitchen, living room, laundry, working); child labor
<b>Document 6</b> —Lack of unions for unity; long work hours; dissatisfaction with working conditions; language barrier
<b>Document 7</b> —Language barrier; lack of educational opportunity; low income; lack of economic and social mobility; segregation

## *Relevant Outside Information*

(This list is not all-inclusive.)

### **Reasons Immigrants Came to the United States**

<ul style="list-style-type: none"> <li>Push-pull factors in theory of immigration</li> <li>Scarcity of land in Europe (primogeniture)</li> <li>Gold Rush</li> <li>Traditional economic systems limiting choice and room to grow profitable crops</li> <li>Ethnic and religious persecutions in other areas of Europe (pogroms in Russia)</li> <li>Overcrowded conditions in industrial Europe</li> <li>Homestead Act</li> <li>Myths of “streets paved with gold”</li> <li>Additional details about industrialization</li> <li>Free public education in America</li> <li>Advertisements by United States industries in Europe and Asia for laborers to work on railroads and in factories</li> </ul>
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### **Hardships Faced by Immigrants after They Arrived in the United States**

<ul style="list-style-type: none"> <li>Encouragement of nativist attitudes (Red Scare)</li> <li>Nativism</li> <li>Know-Nothings (American Party)</li> <li>Activities of the Ku Klux Klan</li> <li>Difficulty of assimilation/Americanization</li> <li>Health conditions/fire hazards/crime/poor lighting/poor sanitary conditions/dumbbell apartments/poor ventilation in tenements</li> <li>Inadequate sanitation in streets</li> <li>Laissez-faire attitude of government</li> <li>Triangle Shirtwaist Fire</li> <li>Additional details of discrimination against immigrants (“No Irish Need Apply”)</li> <li>Labor violence (Haymarket Riot; Pullman Strike; Homestead Strike)</li> <li>Action of scabs in attempts to unionize</li> <li>Persecution of labor organizers</li> <li>Anti-immigrant actions (Sacco-Vanzetti trial)</li> <li>Anti-Japanese sentiments in California schools and businesses</li> <li>Additional details about life in ethnic ghettos</li> </ul>
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Throughout history, the United States has been regarded as the land of freedom and opportunity. As America was experiencing its Second Industrial Revolution, the nation's growing appeal led millions of immigrants to travel leave their countries of origin in hope of ~~an improved~~ finding religious and political freedom; better economic opportunities; and better educational opportunities. Famine, war, and oppression in their ~~own~~ home countries also led them to ~~be~~ compelled them to travel to America. Although they faced hardships and challenges in this nation, the perseverance and determination of these immigrants allowed them to overcome the difficulties to create the ~~strong~~ nation America is today.

The freedoms and opportunities that America offered drew millions of immigrants to settle in the United States. Irish immigrants, for example, lead difficult lives of tax and rent payments during the time England controlled most of Ireland. The potato famine and disease left ~~a~~ a countless number of families without food and near starvation. (Doc. 2) In another account of an immigrant, the promise of financial success and better educational opportunities for his children led him to leave his native country of Greece. On average, according to the source, an average worker's pay ~~was~~ was five dollars a day in Greece. The United States, on the other hand, had a daily wage of thirty dollars. (Doc. 3)

Although the immigrants discovered that life in America was so



improvement, they were still faced with obstacles in their new home. Many immigrants ~~were~~ encountered prejudice and discrimination. (Doc 4) Nativists wanted to limit the number of immigrants ~~then~~ permitted into the country and took various political actions to enforce their policies, including establishing the Know-Nothing party and several laws. ~~At work,~~ ~~many~~ <sup>many</sup> Because, immigrants were willing to work for longer hours and lower pay, many Americans felt that they jeopardized the chances of improving working conditions ~~to~~ by strikes and unions. Another problem they faced was the tenements that they lived in. Many of the immigrants could not ~~to~~ afford to live in better housing. Tenements were crowded and unsanitary. <sup>(Doc 5)</sup> They often did not have <sup>many</sup> windows or proper ventilation. Disease spread rapidly in the poorly constructed buildings. Many immigrants, living in poverty, died of ~~the~~ sicknesses.

Although America was not paved in streets of gold, immigrants were able to begin new lives in the United States despite the difficulties. Encountering poor housing, poor working conditions, and discrimination, they eventually overcame the challenges and adapted into American life. As they <sup>were able</sup> ~~to~~ enjoy the freedom and opportunities that were given, ~~they~~ as well as escape the troubles within their country of birth, their contributions to the American nation have <sup>ultimately</sup> ~~a~~ changed the United States positively in <sup>our</sup> ~~the~~ history.

## Anchor Level 5-A

### **The response:**

- Thoroughly develops all aspects of the task evenly and in depth by discussing reasons immigrants came to the United States and hardships faced by immigrants after they arrived in the United States
- Is both descriptive and analytical (nation's growing appeal led millions of immigrants to leave their countries of origin in hope of finding religious and political freedom, better economic opportunities, and better educational opportunities; famine, war, and oppression in their home countries compelled immigrants to travel to America; perseverance and determination of these immigrants allowed them to overcome difficulties to create the nation America is today; promise of financial success and better educational opportunities for children; although immigrants discovered that life in America was an improvement, they were still faced with obstacles in their new home; nativists took political actions to enforce their policies and influence legislation; Americans felt that immigrants jeopardized the chances of improving working conditions by strikes and unions; immigrants could not afford housing better than tenements; disease spread rapidly in the poorly constructed buildings; many immigrants living in poverty died of illness; immigrants overcame challenges and adapted to American life)
- Incorporates relevant information from all the documents
- Incorporates relevant outside information (the Second Industrial Revolution; potato famine; nativists; Know-Nothing party; tenements unsanitary and poorly ventilated; America not paved in streets of gold)
- Richly supports the theme with many relevant facts, examples, and details (English tax and rent payments in Ireland; United States and Greek pay discrepancies; many immigrants encountered prejudice and discrimination; tenements overcrowded)
- 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. Document analysis and relevant historical facts are integrated into an effective, historically accurate narrative. The response demonstrates a strong understanding of the immigrant experience in America and includes recognition that, over time, the immigrant's contributions changed the United States in a positive way.

Many ~~immigrants~~ immigrants have come to the United States in past years. Many people came to the US for equality, education, homes, and freedom. Although many immigrants received these rights, they have also undergone many hardships.

Immigration to the United States has always been frequent among people, but it has been at its highest rates when certain countries face hardships. Immigrants came to the United States to escape famine, harsh rulers, and wars. In Iceland, for example, many people faced high taxes, and no jobs. To escape poverty, people fled to America in hundreds of thousands where they could find jobs and homes. In Greece in 1907, work pay was very low. Greek people were making \$5 a day compared to \$30 a day in the United States. Education was also very poor. In Greece at the time there were very few schools, and only a selected few were able to attend. Although immigrants were often faced to leave a country, America offered many "pull factors" that brought people to the United States. One of the pull factors was the building of railroads. Building railroads offered many jobs to immigrants, who were often used to hard work. The building of train tracks offered housing, also. Many times, rail cars would serve as housing for

the workers. As they moved across the country, building tracks, they would spend their nights in the railroad cars. This rewarding work that offered pay and housing often appealed to immigrants. Also, when the United States was giving away free western land, many immigrants grabbed the opportunity to own their own land. There, along with many many other factors, allowed people to immigrate to the United States for a more profitable life.

However, once immigrants arrived in the United States, they faced many hardships. Immigrants faced a lot of discrimination and found it hard to adapt to their new lifestyle. Many were forced to live in small tenement houses that easily caught fire. Families often shared one room with several other people and did not have the money to buy proper food or clothes. To earn money, children as young as 5 years old had to work in mills with hundreds of other children. The Triangle Shirtwaist Factory <sup>showed</sup> just how dangerous working conditions were. In the morning, hundreds of women and children were working in the factory when it caught fire. Panic stricken, they ran to the doors only to find that they had been locked by their boss to keep them from leaving. Many people perished in that fire. Along with unsanitary working conditions, many immigrants faced ~~disc~~ discrimination.

Native born Americans became angry when immigrants replaced them in factories, agreeing to work longer hours for lower pay. Pamphlets were distributed, openly expressing hostility towards foreigners. Immigrants were shocked to find how hostile people were towards them.

As you can see, immigrants<sup>came</sup> to the United States in search of better lives. Many, however, faced ~~hard~~ hardships and discrimination.

Anchor Level 5-B

**The response:**

- Thoroughly develops all aspects of the task evenly and in depth by discussing reasons immigrants came to the United States and hardships faced by immigrants after they arrived in the United States
- Is both descriptive and analytical (many immigrants have undergone many hardships to receive their rights; immigration has been at its highest rates when countries face hardships; although immigrants were often forced to leave their country, America offered many pull factors; rewarding work offered pay and housing which appealed to immigrants; more profitable life for immigrants in the west; immigrants found it hard to adapt to the new American lifestyle; many immigrants were forced to live in tenement houses; need for money forced immigrant children as young as five to work in mills; native-born Americans were angry about being replaced in factories by immigrants; immigrants were surprised by American hostility toward them)
- Incorporates relevant information from documents 1, 2, 3, 4, and 5
- Incorporates substantial relevant outside information (pull factors; railroad cars would serve as housing as workers moved across the country, building railroad tracks; tenements easily caught fire; immigrants did not have enough money to buy food and clothes; child labor; description of Triangle Shirtwaist factory fire)
- Richly supports the theme with many relevant facts, examples, and details (immigrants came to escape famine, harsh rulers, and wars; many people in Ireland faced high taxes and no jobs; comparison of Greek and American wages; limited educational opportunities in Greece; building railroads offered jobs to immigrants; immigrants grabbed the opportunity to own the free western land given away by the government; immigrants faced discrimination; families shared one room; unsanitary working conditions; pamphlets hostile to immigrants were distributed)
- Demonstrates a logical and clear plan of organization; includes an introduction that is somewhat beyond a restatement of the theme and a brief conclusion

**Conclusion:** Overall, the response fits the criteria for Level 5. Relevant document information is integrated with strong analytical statements to discuss all aspects of the task thoroughly. Both the quantity and quality of the outside information incorporated in the response is substantial and effective.

America is a place of different races and religions. To many immigrants, the United States was a nation of hopes and a better way of life. For many reasons, groups of people left their homeland and immigrated to America. After they arrived, they did realize there were many hardships and problems that they would encounter.

There were many issues that people were faced with in their native countries. Many of these people decided that it wasn't worth staying there and they needed to get away. Many countries like Ireland and Italy had epidemics and famine. Many were dying and starving. Their government wasn't run well and didn't do much for its people. Foreign countries had many wars and would draft its people. They would even draft younger boys. Sometimes countries were run by dictators or were communist. Their leaders controlled the lives of the people, sometimes even what they read, saw on television, what they believed in, and where their money went. In many countries, the people were poor.

They didn't have everything they needed to survive. In Ireland, the very little money people had was paid to taxes. Crops weren't growing well and many families were thrown out of their homes. When families did have an income, it was low. Jobs didn't pay much and working conditions were bad.

In the eyes of many immigrants, the United States was their opportunity to get away from it all and succeed. In periods like the Proving Twenties and when the U.S. industries were expanding during the early 1900's, many jobs were available. Many immigrants jumped for those jobs. They usually got them because owners would pay them less than U.S. citizens. Even though they were paid less, the amount was sometimes triple of what they were paid in their native countries.

Education was ~~also~~ important to immigrants. They wanted their children to succeed and have better lives than they did. America had a public school system, where their children could learn for free. In their homeland, sometimes there weren't many schools or

universities. In Greece, there was only one university and it was hard to get in.

In the U.S. there were industry booms and new inventions being discovered. Everyone wanted to take part in the excitement and get their hands on the new items on the market. There were also ~~opport~~ opportunities to get free land in the West.

Even though there were many advantages of living in the U.S., there were many hardships faced. Living conditions were horrible. Tenements were dirty, crowded, and a breeding spot for disease. Depending on your race, you were usually cluttered together with your people. This wouldn't help you learn English which was a problem.

Without knowing how to speak, read, and write the language, you couldn't advance.

When immigrants would get jobs, Native-born Americans would get angry. They felt those were their jobs that were being taken. Many acts people wanted them to leave and stop immigration. Ballus and acts were passed. The Chinese exclusion act was an example.

Even though many immigrants had a



hard time. It was all for the better. They did finally gain equality and escaped the problems in their country. Many advanced and had hope and succeeded in finding a better way of life.

**Anchor Level 4-A**

**The response:**

- Develops all aspects of the task but discusses reasons immigrants came to the United States more thoroughly than the hardships faced by immigrants after they arrived in the United States
- Is both descriptive and analytical (America is a place of different races and religions; to many immigrants, the United States was a nation of hope and a better way of life; people decided it was not worth staying in their own country because of problems and they needed to get away; their governments were not run well and did not provide much for their people; effect of a dictatorship on the lives of its citizens; people did not have everything they needed to survive; immigrants would usually get jobs because of their willingness to work for lower pay; importance of the value of education to immigrants so that their children could have better lives than they; effect of inventions on the economy; immigrants' backgrounds played a part in determining where they lived, which did not help them in learning English)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 7
- Incorporates relevant outside information (younger boys would be drafted into their country's armies; some countries were run by dictators or even communists; description of conditions under a dictatorship; availability of free public education in the United States; new inventions being discovered in the United States; tenements breeding spot for disease; immigrants tended to live in ethnic clusters; many people wanted immigrants to leave; Chinese Exclusion Act)
- Supports the theme with relevant facts, examples, and details (many countries like Ireland and Italy had epidemics and famine; in Ireland, most money was paid in taxes; poor crop production led to home evictions; poor working conditions and low pay in Ireland; availability of jobs in the United States during the early 1900s; not many schools or universities in immigrants' homelands; in Greece, there was only one university and it was hard to get in; opportunities for free land in the West; crowded tenements; anger of native-born Americans over jobs being given to immigrants; many Americans wanted to stop immigration); includes a minor inaccuracy (implies that many jobs were available to immigrants during the Roaring Twenties, a period of limited immigration)
- 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. Despite uneven treatment, the response demonstrates a good understanding of immigration. While the response contains many analytical statements, few are thoroughly developed. Some statements are not directly related to the task and others are broad generalizations.

After the 1830s the number of immigrants coming to the US increased. These people arrived to the US for many different reasons. Some wanted to escape religious persecution. Others wanted to make more. Immigrants came to America with many dreams. However, once they arrived to the US they faced many problems. Many lived in ghettos with people from their country. Immigrants came to the US in search of jobs and a better life but many times they found hard ships.

Immigrants came to the US for many reasons. In document 1 we can see that the Irish famine, Political unrest in Germany, Religious persecution and military draft all caused great immigration. The US offered many rights that were not found in other countries. During times of economic depression in their countries, Immigrants came to the US for jobs. Railroad building and free Western land caused immigrants to come to the US. In 1900 many immigrants came to the US because the US economy was doing good. Heavy taxes and famine caused many immigrants to come to the US such as in Document 2. In Document 3 we can see that many immigrant came to the US because they wanted their children to have a good education. In the US there was free public education. However in other countries education was only for the rich.

When immigrants came to the US they faced many hardships. In the 1800s many people began to grow hate for new immigrants as shown in the pamphlet of document 4.

These people came from old immigrant families. They feared that immigrants would take their jobs. One of the biggest targets were the Chinese who accepted low wages for long hours working on railroads. Employers preferred them because they demanded less. Later on quotas were set limiting the number of immigrants from a country.

Once immigrants had arrived to the US they faced many problems. Some did not even know English. To escape loneliness and separation they lived in ghettos. The ghettos were poorly built. The tenements were crowded, such as in Document 5. Immigrants had to work long hours and were paid very little such as in document 7.

Immigrants faced many problems. They had to escape from their country to a land they thought was better. However their lives in America were very hard. They met a lot of people that hated them. They faced racism and unfairness.

## Anchor Level 4-B

### **The response:**

- Develops all aspects of the task by discussing reasons immigrants came to the United States and hardships faced by immigrants after they arrived in the United States
- Is both descriptive and analytical (immigrants came with many dreams; United States offered many rights not found in other countries; during times of economic depression in their country, immigrants came to the United States for jobs; education only for the rich in other countries; many people began to grow hate for new immigrants for economic reasons; to escape loneliness and separation immigrants lived in ghettos)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 7
- Incorporates relevant outside information (immigrants lived in ghettos with people from their own country; free public education available in the United States; poor treatment of new immigrants, especially the Chinese, by old immigrants; employers preferred Chinese laborers on the railroads because they worked for less; later on, quotas set for limiting the number of immigrants; ghettos; tenements dirty and unsafe; immigrants faced racism)
- Supports the theme with relevant facts, examples, and details (immigrants wanted to escape religious persecution and make more; Irish famine; political unrest in Germany; military draft; railroad building, free western land, heavy taxes, famine, and desire for good education for their children caused immigrants to come to the United States; tenements crowded)
- 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. Although the response tends to be more descriptive than analytical, many relevant and detailed facts from the documents are incorporated with outside information to develop all components of the task. Both the introduction and the conclusion offer opinions that are supported by information in the response.

The United States throughout the years has been the door to a better life for many immigrants. Though having many opportunities, such as free public education, and available, free land, immigrants had and continue to have many hardships.

Many immigrants came to America in search for a better life, for themselves and their families. Some came in order to escape difficulties in their homeland. As in Document 2, an Irish woman tells the story of how in Ireland life is hard. Due to British control, taxes and rent are high and the people had to struggle and could barely pay their bills. Also, crops were not doing so well. The main crop of Ireland at this time was the potato and when the potato crops did not grow this era became the Potato Famine. Other immigrants came to provide a better education for their children. In Document 3 a Greek man refers to Greece only having one university which lowers the chances that his children have to attend. Also in Document 3 the Greek immigrant mentions how in America there are better paying jobs. Immigrants came to improve life through education, and economic means.

Though there are many advantages to migrating to the States, there are many hardships as well. In Document 4, there was resentment on behalf of the Native-born Americans. Due to increasing numbers of immigrants, jobs were hard to come by. Most immigrants, for example Chinese, were willing to work long hours and get paid poorly. Many of these Chinese worked on building railroads. Many Americans did not approve of the immigrants "stealing" jobs that belong to them. In Document 5 it was another story. Immigrants, due to lack of money, were living in tenements which were in bad conditions. Small rooms where entire families and their relatives lived. Besides being crowded, the apartments were falling apart. Availability of hot water or water at all was an example. Aside from living conditions most immigrants knew little or no English. Most jobs that were given to immigrants were jobs of manual labor. There were better paying jobs that required the knowledge of knowing English. So immigrants had to work hard to advance in life.

In conclusion, immigrants who sought opportunity would find it in America, but with those opportunities comes the many hardships.

## Anchor Level 4-C

### **The response:**

- Develops all aspects of the task by discussing reasons immigrants came to the United States and hardships faced by immigrants after they arrived in the United States
- Is both descriptive and analytical (United States has been the door to a better life; some immigrants came in order to escape difficulties in their homeland; immigrants came to improve their lives through education and economic means; jobs hard to come by because of increasing numbers of immigrants; many Americans did not approve of the immigrants “stealing” jobs that belonged to them; immigrants had jobs of manual labor because better paying jobs required knowing English; immigrants had to work hard to advance in life)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 7
- Incorporates relevant outside information (free public education in the United States; main crop in Ireland was the potato; potato famine; Chinese willing to work long hours and get paid poorly; many Chinese worked on building railroads; lack of hot water)
- Supports the theme with relevant facts, examples, and details (available free land; immigrants came to America in search of a better life; taxes and rent were high in Ireland as a result of British control; crops not doing well in Ireland; many immigrants came to America to provide a better education for their children; Greece has only one university; better paying jobs in America; families and relatives lived together in crowded tenements in bad condition; resentment of native-born Americans; most immigrants knew little or no English)
- Demonstrates a logical and clear plan of organization; includes an introduction that is beyond a restatement of the theme and a brief conclusion

**Conclusion:** Overall, the response fits the criteria for Level 4. Document content is summarized and relevant outside information is used to demonstrate knowledge of immigration. Some analytical statements strengthen the quality of the response.





go to church. Being payed next to nothing for worker 10-12 hours a day. In 1905 there were hard times and epidemics in Italy do to Mussolini taking complete control and bringing communism to Italy. Italians fled there country seeking a country were they could be free from the communist ways of Mussolini. No matter what country the immigrants came from they all had one thing in common. They wanted to be free.

The immigrants did not expect all the hardships they'd have to face. They were not welcomed with open arms like they had hoped. There were even public hostility towards the foreigners. As shown in document 4. Pamphlets were made by Nativeborn Americans protesting the vast number of immigrants. America became over crowded. Yet more and more immigrants came. Since there wasn't room for all these immigrants tenements were built containing a large number of one room apartments. These were horriable places. Large families shared one

small room for many years because there was nowhere else to go. They weren't paid enough so they couldn't afford nice houses. They'd do any thing for money, so they worked 10-14 hour days for very little pay. And it was barely enough to feed their families. Many died of diseases because they couldn't afford to go to a doctor and receive that right kind of care. This stayed like this for many years, yet the immigrants kept coming.

Even though these immigrants faced many hardships they were still happy to be here. At least here, they were free.

Eventually things got better. And those suffering families prospered. All these hardships they say were a small price to pay for the ~~many~~ <sup>many</sup> years of freedom they received in return.

### Anchor Level 3-A

**The response:**

- Develops all aspects of the task with little depth by discussing reasons immigrants came to the United States and hardships faced by immigrants after they arrived in the United States
- Is more descriptive than analytical (melting pot filled to the brim with many different ethnic backgrounds; one thing immigrants had in common was that they all wanted to be free; immigrants did not expect the hardships they had to face; immigrants were not welcomed with opened arms as they had hoped; immigrants continued to come to America despite harsh conditions; eventually immigrants prospered; hardships were a small price to pay for the long years of freedom)
- Incorporates some relevant information from documents 1, 2, 4, and 5
- Incorporates some relevant outside information (English did not allow the Irish to go to church; Irish paid nothing for 10–12 hours work a day; tenements contained a large number of one-room apartments; large families shared one room for many years because they could not afford to go elsewhere; worked 10–14 hour days for very little pay, barely enough to feed their families; death from disease and lack of care because they could not afford a doctor)
- Includes some relevant facts, examples, and details (Irish famines sent millions of Irish to America; political unrest and military draft in Germany; English control over Ireland; public hostility towards foreigners; anti-immigrant pamphlets made by native-born Americans); includes some inaccuracies (Americans were told to welcome these people with open arms; error in time period and political affiliation of Mussolini; America became overcrowded)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. Analytical statements and incorporation of outside information demonstrate a good understanding of immigration. However, the inclusion of inaccurate statements and the discussion stemming from those inaccurate statements weaken the response.

Around the mid 1800s to early 1900s, America started changing. As you know, America used to be an English country with colonists living as citizens of England. Many came to America to seek a new, independent and fair way of life. As time went on, many others sought these great gifts America has to offer. As a result, many people from other countries immigrate here and the United States is now a land of many cultures and backgrounds.

There are two types of causes for immigration. Push factors and pull factors. A push factor is something that would force you out of your native country, like poverty, something that you must escape. Much of Europe during the time of immigration had harsh life styles. There were poverty, famines, and many other hardships that "pushed" people out of their country. Document 2 tells of some hardships in Ireland. There was the potato famine which was the disability to grow potatoes. Much of Irish food was potatoes, so the Irish farmers were starving during this time. Also, the English took over Ireland, and they governed very unfairly. The Irish had to pay harsh taxes. Nobody could live in these conditions, so the Irish had to move. This is an example of a push factor. Document 3 explains of some hardships in Greece. Greeks were paid low wages and could not get a good education. There was 1 university and it was very hard to get into. Could you live in a situation like that? Probably not. So the Greeks had to move too. Another example of a push factor.

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**Anchor Paper – Document–Based Essay – Level 3 – B**

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They were also pull factors. These pull factors were things that attracted immigrants to America. Things like the ability to own your own land, higher wages, and to walk along the streets paved with gold. Some immigrants believed that was true. For the most part, immigrants wanted the opportunities America had to offer which was a pull factor. So they emigrated to America. People wanted to escape the hardships in Europe which was a push factor. So they emigrated to America.

Once immigrants got to America, it wasn't <sup>really</sup> what they expected. Life in the New World was much harder than they thought.

**Anchor Level 3-B****The response:**

- Thoroughly develops some aspects of the task in depth by discussing reasons immigrants came to the United States
- Is more analytical than descriptive (many immigrants came to America to seek a new, independent, and fair way of life; it appears that many others sought these great gifts America had to offer; the United States is now a land of many cultures and backgrounds; description of push-and-pull factors; pull factors: some immigrants believed the myth of streets paved with gold; immigrants wanted the opportunities America had to offer; push factors: many of the Irish farmers were starving because their diet depended on potatoes; people wanted to escape the hardships in Europe)
- Incorporates relevant information from documents 1, 2, and 3
- Incorporates relevant outside information (America used to be an English country with colonists living as citizens of England; potato famine in Ireland; pull factors included the ability to own your own land and higher wages)
- Includes relevant facts, examples, and details (poverty and famine would push people out of a country; English governed Ireland unfairly; Irish had to pay harsh taxes; Greeks were paid low wages and could not get a good education; Greece had one university and it was hard to get into)
- Demonstrates a logical and clear plan of organization; includes an introduction that is beyond a restatement of the theme and a conclusion that restates the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. Although the response only discusses reasons immigrants came to the United States, the strength of analysis and integration of outside information meets Level 5 criteria. The quality of the discussion of push-pull factors is sophisticated and demonstrates a clear understanding of those factors.

Immigrants have been coming to America for hundreds of years. These foreigners have all come for many different reasons. When they got here they faced many problems that came with entering a completely new environment and starting from scratch. Here are some reasons why immigrants made the journey here and what troubles they went through.

Some of the problems that made people leave their countries were problems that affected the whole country, such as the Irish Famine in the 1840's (Document 1). This affected all the people in the country and caused a large amount of people to move to the United States. Political problems in Germany also affected the whole country (Document 2). This also caused many people to leave the country.

Some problems that led to immigration were personal, and even if they were common they varied from person to person. For example, some families had no food or money and couldn't find work. (Document 2) Work was easier to find in the United States, so they came here. Also, in many countries, education wasn't free, or hard to obtain, so they came to the United States for the free education. (Document 3)

When the immigrants got to the United States, they faced many problems. A huge problem was discrimination. (Document 4) Immigrants were hated by United States citizens, and the citizens wanted the immigrants out. The immigrants were

taking all the jobs because they were willing to work long hours for low wages. The citizens would abuse and even kill the immigrants.

Another struggle immigrant families went through was with living conditions. Most families came to the United States with no money, so they had to live in tenements. (Document 5). The tenements were small and became very crowded with the large families. (Document 5) In the building, conditions were terrible. There was no ventilation system. You had to get water from the hallway, and it was never clean. Germs spread quickly and people were constantly sick. That was very hard to go through.

Immigrants came to the United States for many reasons. They were all trying to escape some problem they or their country had. When they got there, they also had to face many problems because they were immigrants.

### Anchor Level 3-C

**The response:**

- Develops all aspects of the task with little depth by discussing reasons immigrants came to the United States and hardships faced by immigrants after they arrived in the United States
- Is more descriptive than analytical (when immigrants reached the United States they faced many problems that came with entering a completely new environment and starting from scratch; some of the problems that made people leave their countries were problems that affected the whole country; some problems that led to immigration were personal; immigrants were taking jobs because they were willing to work long hours for low wages)
- Incorporates some relevant information from documents 1, 2, 3, 4, and 5
- Incorporates limited relevant outside information (in many countries, education was not free as it was in the United States; some United States citizens wanted immigrants out of the country; rapid spread of germs in tenements)
- Includes some relevant facts, examples, and details (Irish famine in the 1840s caused many people to move to the United States; political problems in Germany caused Germans to move to the United States; some families had no food, no money, and could not find work; work was easier to find in the United States; education in other countries was hard to obtain; discrimination was a problem immigrants faced in the United States; tenements were small and very crowded); includes several overgeneralizations (no ventilation in tenements; water was never clean)
- Demonstrates a satisfactory plan of organization; includes an introduction that is beyond a restatement of the theme and a conclusion that restates the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. The response indicates an understanding of the topic and the task. Documents and some outside information are used to support both the limited discussion and analysis. However, the overgeneralizations used in discussing reasons for immigration and hardships faced by immigrants weaken the response.



As the ~~the~~ United States started to grow ~~industrial wise~~ industrial wise so did its' population. Since there were more job opportunities in the United States <sup>more</sup> and <sup>more</sup> people wanted to come. People came from all over. Mostly from ~~the~~ England, French, Italian. They thought they would have an easy time to get a job and make money. There are many different reasons why all these people from foreign lands came to our new country.

Many immigrants didn't have it easy when they got here. They had to first come here and had many papers to fill out and a medical ~~test~~ test to take. ~~so~~ Also as stated in document 1 a Polish man wants to come to America and be an American but he doesn't know much of the language and all his friends speak Polish. Also finding and affording a house was a big problem, since many of them didn't know too much of the language so they couldn't find a well paying job. As shown in document 5. Now in document 4 many Americans

wanted to stop immigration into the United States of America. Americans thought that their jobs were being taken by immigrants.

Now there were many reasons all these immigrants were coming to the United States. Since the U.S. was finding new technology, they started building railroads. Also there were hard times in some of these countries, so if they came to America they possibly could get away from it.

In conclusion, without all these immigrants wanting to come to this country, there might not have been so many people living in this country today. And still to this day there are still people arriving into the United States from other countries.

## Anchor Level 2-A

### **The response:**

- Minimally develops all aspects of the task by discussing reasons immigrants came to the United States and hardships faced by immigrants after they arrived in the United States
- Is primarily descriptive; includes weak and isolated application (as United States industry grew, so did population; because of more job opportunities, more people wanted to come to the United States; language and low pay prevented immigrants from having the money to find decent housing)
- Incorporates limited relevant information from documents 1, 4, 5, and 7
- Presents little relevant outside information (immigrants had many papers to fill out and medical tests to take; immigrants continue to arrive today)
- Includes few relevant facts, examples, and details (immigrants don't know too much of the language; many Americans wanted to stop immigration; Americans thought their jobs were being taken by immigrants; building railroads; hard times in some foreign countries)
- Demonstrates a general plan of organization; lacks focus; includes an introduction that addresses reasons immigrants came to the United States and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. A limited discussion of hardships immigrants faced is positioned between short discussions of reasons immigrants came to the United States. In part because the response is not organized around the two central ideas of the task, it shows little comprehension of how the documents relate to the theme.

Some reasons why immigrants came to America is because America is a free country. We can practice any religion that we want. We have freedom of speech so we ~~could~~ could say our opinion about anything or anyone we want.

Work ~~is~~ is much better over because we get paid much more money for what we do. The immigrants however, would work longer hours for less pay. The immigrants that came over were taken ~~advantage~~ advantage of.

Immigrants would sometimes come over if there was a war going on in their country. They would come to America to get away from their government. Sometimes their government wouldn't let anyone of the country so a lot of immigrants had to sneak over.

Some hardships that the immigrants had when they came to America was less pay, less pay ment that they would have to fit large families in small apartments. When immigrants did ~~the~~ this it was very unhealthy because it would be easy catch a virus like a cold if someone in your family had one.

## Anchor Level 2-B

### **The response:**

- Minimally develops all aspects of the task by mentioning reasons immigrants came to the United States and hardships faced by immigrants after they arrived in the United States
- Is primarily descriptive; includes weak application and analysis (immigrants that came over were taken advantage of; less pay meant immigrants would have to fit large families in small apartments)
- Incorporates limited relevant information from documents 1 and 5
- Presents some relevant outside information (America is a free country; Americans can practice any religion they want; Americans have freedom of speech; sometimes governments would not let people leave their country so many immigrants had to sneak over; tenements were unhealthy; it was easy to catch a virus)
- Includes few relevant facts, examples, and details (better pay in America; immigrants come to America to escape war and their government; immigrants worked for lower pay)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. Although the response contains some relevant outside information and some statements of analysis, the failure to develop these statements in any depth weakens the response. The response demonstrates a limited understanding of the task.

Immigrants came to the U.S. for many different reasons here are a few reasons why they came from their home country to come to the United States of America.

First reason why an immigrant might have left from their home country is maybe they were suffering from Famine from either a drought or either they can't afford food for their family which is why they would go to America for a job 2nd reason why they might leave. 3rd reason might be because in their home country they were being persecuted for what they are believing in such as Jews. But in America you were free to believe in what you wanted.

Some hardships immigrants might have faced when they arrived to U.S. were to find a job and find shelter have food and support the family you have. 2nd would be to learn English for you could communicate.

And what I've just wrote has been  
some hardships and reasons the  
immigrants moved to America.

Anchor Level 2-C

**The response:**

- Minimally develops all aspects of the task by mentioning reasons immigrants came to the United States and hardships faced by immigrants after they arrived in the United States
- Is primarily descriptive; includes weak application (need to learn English to communicate)
- Incorporates limited relevant information from documents 1 and 7
- Presents little relevant outside information (persecution of Jews in home country; freedom to believe what you want in America)
- Includes few relevant facts, examples, and details (famine from drought or inability to afford food; go to America for a job; difficult to find a job, shelter, food, and support the family)
- Demonstrates a general plan of organization; includes a weak introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. Although all aspects of the task are addressed, the information from the documents is limited and few supporting details are provided. The lack of outside information further limits this response.

Immigration was a big sensation in the past century. Immigrants would come to America for many different reasons (document 1). The immigrants dreamed of a better life in America. The biggest influence on their decisions to go to America was work and money; <sup>(document 3)</sup> because America was "paved with gold."

People would endure long journeys over to America, where they would be treated with ~~no~~ little amounts of food and water.

When they finally arrived they would be treated like animals, with no good jobs or respect (document 7). People would be forced to live in small tenements with many other immigrants (document 5).

So in conclusion even though Europeans were expecting life to be glorious in the New World, many faced the hardships of discrimination, hate and greed.



## Anchor Level 1-A

### **The response:**

- Minimally develops all aspects of the task by mentioning reasons immigrants came to the United States and hardships faced by immigrants after they arrived in the United States
- Is descriptive; lacks application (immigrants dreamed of a better life in America; even though Europeans were expecting life to be glorious in the new world, many faced the hardships of discrimination, hate, and greed)
- Makes vague, unclear references to documents 1, 5, and 7
- Presents little relevant outside information (America “paved with gold”; people would endure long journeys to America)
- Includes few relevant facts, examples, and details (people forced to live in small tenements with many other immigrants)
- Demonstrates a general plan of organization; contains digressions; includes an introduction and a conclusion that are beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 1. The discussion provides little relevant, specific information. The lack of development of the task and use of generalizations offset the use of outside information and analysis in the introduction and the conclusion.

The United States is a nation of immigrants. For a variety of reasons, groups of people from foreign lands left ~~and~~ their native countries and relocated to the United States of America.

Many of these immigrants faced hardship after ~~in~~ they arrived in the United States of America.

It was a real problem for immigrants that they cannot speak good English ~~like~~ like the Polish man. He could not get a good job either. To get enough money to support his family.

In document five the <sup>small</sup> tenement <sup>house</sup> that the large immigrant family is living in is far too small. It is hard to have many people in an apartment.

Document 3 says that the people had horrible working conditions. Probably not enough money (5 dollars) and too many working hours.

## Anchor Level 1-B

### **The response:**

- Minimally develops all aspects of the task by mentioning reasons immigrants came to the United States and mentioning hardships faced by immigrants after they arrived in the United States
- Is descriptive; lacks understanding, application, and analysis (tenement house was too small for large immigrant family; hard to have many people in an apartment; horrible working conditions; not enough money; too many hours)
- Makes vague, unclear references to documents 3, 5, and 7
- Presents little relevant outside information (immigrants could not earn enough money in America to support their families)
- Includes few relevant facts, examples, and details (immigrants could not speak good English)
- Demonstrates a weakness in organization; lacks focus; does not clearly identify which aspect of the task is being addressed; includes an introduction that restates the historical context and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. Isolated document information is referred to, but the response demonstrates little understanding of the task. At times, the lack of focus and weakness in organization make it difficult to understand which aspect of the task is being addressed.

The United States is a nation of immigrants. People from foreign lands left their country and moved to the United States. Immigrants face hard times after they arrive in the United States. Immigrants ~~have to~~ ~~leave~~ leave their country b/c they are not happy with the way they live or if they need a job. When immigrants came they ~~are~~ were taking their American jobs away from the Americans. While immigration increased, Americans protested with un-restricted immigration. In document # 5, immigrants are shown living in a tenement @ with a lot of immigrants

Immigrants came to the United States for a variety of reasons. Whether it was problems in their home country or better conditions in America, vast numbers of immigrants have been coming to America for many years. However, even though immigrants thought they would have a better life in the US, most were not prepared for the hardships they would face in this new country.

There were many reasons that immigrants left their home country. For example, there was a famine in Ireland<sup>①</sup>, not to mention extremely high taxes and low income<sup>②</sup>. In Greece, there was also a general low income and less than adequate opportunities for education<sup>③</sup>. There were bad conditions around the world that forced immigrants to leave their homes.

In America, many<sup>good</sup> conditions and opportunities drew immigrants to the country. The Industrial Expansion in the early 1900s was appealing to immigrants who couldn't

find work in their countries and weren't very well-off economically.<sup>①</sup>

The United States provided better wages in general and educational opportunities that weren't available elsewhere.<sup>②</sup> Basically, life ~~was~~ in America looked ~~pretty good~~ <sup>wonderful</sup> to the immigrants.

Although life seemed perfect in America, there were unexpected hardships that immigrants were forced to face. First, there was a lot of anti-immigration feelings in America, primarily due to the competition for work that would arise between immigrants and Americans.<sup>④</sup> Second, the living conditions were usually unbearable for immigrants. ~~They~~ <sup>whole families</sup> would ~~be~~ <sup>squeezed</sup> into cramped, filthy, and unhealthy tenements.<sup>⑤</sup> Third, fitting into American society ~~was~~ could be extremely difficult. Getting to know American people, customs, and way of life was a huge step for the immigrants, not to mention learning to read and write in English.<sup>⑦</sup> Life was not as perfect as many

immigrants presumed it would be in the United States.

Many immigrants have been coming to the United States over a long period of time. This has not only made our country more diverse, but ultimately ~~it~~ ~~has~~ ~~taught~~ ~~it~~ ~~has~~ ~~taught~~ Americans to accept one another, ~~and~~ ~~at~~ ~~the~~ very least, has raised awareness of other countries and cultures. Although immigration to America has sometimes led to hardships, ~~it~~ it has also benefitted our country in more ways than one.

## Document-Based Essay—Practice Paper – C

The United States is not a native country. If you live in the United States today, you or your ancestors were immigrants at one point in time. Why did they travel from their countries to the United States? There were various reasons for immigration, but once the immigrants reached the United States, life wasn't as good as what they planned. Hardships were faced and dreams turned to hopes.

Immigrants came to the United States for various reasons depending on which country they came from. Many Irish people came over to the United States because of the famine their country was going through. In Ireland people had to put every penny they earned into taxes. Some families even got thrown out of their homes because they didn't have enough money to pay taxes. In Greece working conditions were poor. Greek people only earned 5 dollars for a day of work while Americans were earning thirty. There was only one university established in Greece making it hard for children to get a good education.

Many things were happening in the United States as well that attracted immigrants.

The United States had an industrial expansion, expanding <sup>its</sup> ~~the~~ industry. This expansion allowed more available jobs for people.

When immigrants finally reached the United States, it turned out that it wasn't as great and wonderful as it was supposed to be. Many immigrants were forced to live in tenement houses, which usually consisted of one or two small rooms. When you have 7 or 8 people living in one tenement, you've got a cramped space. Many immigrants couldn't get a good job because they spoke



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## Document-Based Essay—Practice Paper – C

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little or no english and couldn't understand American's either. Many immigrants had longer than an eight hour work day and were only earning 5 or 6 dollans a week, which was not enough to provide for the family so they sent their kids to work. Some immigrants protested for better working <sup>wages and</sup> conditions however they didn't get them right away. In some cases it took months even years.

Many Americans didn't want immigration because immigrants were taking over jobs and working for less. Immigrants didn't get buy easily at first but the Americans forgot that they were once immigrants themselves.

Immigrants came to the United States for many different reasons. The situations of their home lands were mostly the reasons for their immigration to the United States. However, in arriving here, immigrants faced many hardships. As immigrants filled the United States, hardships as well as opportunities faced many of the country's new immigrants.

There were many reasons why immigrants came to America. Some immigrants were forced out of their home countries by religious or political discrimination. Also, some immigrants came to America in search of better jobs, pay, and living conditions as well as better education. According to document 1, there were many different events both in America and other foreign countries that brought immigrants to America. For example, on the chart in document 1, both the U.S. Industrial Expansion and the Irish Famine brought immigrants to America. Also, in document 3, a Greek immigrant tells of the hardships in Greece, such as low pay and poor education, that forced him out of Greece and over to America. In conclusion, many different events and hardships led numerous immigrants to America. Unfortunately, immigrants arriving in America faced many hardships. Problems like discrimination, long working

hours, and harsh living conditions were just some of the many hardships facing the country's immigrants. As seen in document 4, many Americans were against letting any immigrants into the country. Immigrants had to deal with the discrimination that they were stealing Americans' jobs. According to document 5, the picture shows that immigrants coming to America were forced to live in very small places with little lighting. The women and children worked in this room to help support the family. They also cooked and did laundry. Sometimes they even slept in the same room. Also in document 6, the picture shows immigrants protesting their working conditions. On the pictures, immigrants say that they want a shorter work day with only 8 hours. To conclude, although immigrants were searching for a better life by coming to America, they were forced with many hardships along the way.

There were many different reasons why immigrants came to America. Many immigrants that came to America were searching for a better life than they had in their homelands. Unfortunately, many immigrants faced hardships when they came to America. However, despite all the hardships and obstacles, many immigrants made a new and better life for themselves in America.

The United States is a nation built up of immigrants. They come from all around the world. These people came to America for many different reasons.

Push and Pull factors were a major reason for immigrants to flee to America. Push factors were reasons for people to leave their homeland. Poverty swept throughout many nations. People were persecuted because of their religion. Jobs were scarce, and low paying, it was difficult to get a good education. Famines and hard times struck many countries. Even finding space in their homeland was hard. These are all reasons people left their country. Pull factors are what attract immigrants to a certain country. Many viewed America as an appealing country for a few reasons. America was the land of opportunity. There was a good, well-constructed government. Freedom was very important. America had lots of space, or at least more than they already had. There were lots of job opportunities. Education was easier to find than in most places. These were all reasons for people to leave their homeland and come here, to America.

Once many immigrants did make the decision to come here, they had a difficult time settling in. Passing Ellis Island and Angel Island was very tough.

(Ellis Island was off the coast of New York. Angel Island

was located off the coast of California.) They had to be tested for diseases such as small pox and malaria. The immigrants had to wait in long lines just to be examined. Their last names were shortened so it was easier to document. Even if the immigrants did pass all these exams, the worst was yet to come.

Once in America, these people had to assimilate, or adapt to the American way of life. Learning the language was hard. The children would go to school and learn, and then come home and teach their parents. Wearing the 'American' clothing was also a new transition to make. Eating different food was hard also. Over all, it was difficult for foreigners to adapt and 'fit in' in their new environment.

Some immigrants didn't get what they expected when they came to America. There was a myth of golden paved roads which wasn't true. Many new citizens didn't get well-paying jobs like they were expecting. Most of them just ended up working in a factory all day. Many wound up living in a tenement which was difficult since most immigrants had very large families. They were all very cramped.

Immigrants had a hard time assimilating socially. Most of them were unwanted there in the

first place. They were discriminated, so they became segregated. They formed their own little 'sections' in cities such as Little Italy and Chinatown. In these areas, the immigrants could socialize with people like themselves. They could eat, dress, and speak the way they wanted to.

The main reason the United States became so popular was because of the freedom it had a Democratic government which was considered desirable by most people who came from countries with dictators. America was the land of opportunity. People came here in search of a brighter future.

## Practice Paper A—Score Level 1

### **The response:**

- Minimally develops all aspects of the task by mentioning reasons immigrants came to the United States and hardships faced by immigrants after they arrived in the United States
- Is descriptive; lacks application and analysis (immigrants leave their country because they are not happy with the way they live)
- Makes vague, unclear references to documents 1, 4, and 5
- Presents little relevant outside information (immigrants took jobs away from Americans)
- Includes few relevant facts, examples, and details (tenements); includes an inaccuracy (while immigration increased, Americans protested with unrestricted immigration)
- Demonstrates a weakness in organization; lacks an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. While direct reference is made to document 5, little other information is included that develops the theme. The isolated statements about immigration are not connected.

## Practice Paper B—Score Level 4

### **The response:**

- Develops all aspects of the task by discussing reasons immigrants came to the United States and hardships faced by immigrants after they arrived in the United States
- Is both descriptive and analytical (immigrants thought they would have a better life but most were not prepared for the hardships they would face; United States provided better wages and educational opportunities than were available elsewhere; life in America looked wonderful to the immigrant but it was not as perfect as immigrants presumed it would be; living conditions for immigrants were usually unbearable; fitting into American society could be extremely difficult for immigrants; getting to know American people, customs, and ways of life was a huge step for the immigrants; immigration has not only made our country more diverse but it has taught Americans to accept one another; at the very least immigration has raised awareness of other countries and cultures)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 7
- Incorporates limited relevant outside information (tenements were filthy and unhealthy; immigration has occurred over a long period of time)
- Supports the theme with relevant facts, examples, and details (famine, high taxes, and low income in Ireland; low income and less than adequate opportunities for education in Greece; bad conditions around the world forced immigrants to leave their homes; industrial expansion in the United States in the early 1900s appealed to immigrants; immigrants could not find work in their own countries; anti-immigration feelings in America primarily due to competition for work; whole families would squeeze into cramped tenements; learning to read and write in English was difficult)
- 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. Analytical statements and historical information are present throughout the discussion; however, the value of the analysis is diminished by the lack of supporting details. The limited outside information does not prevent this response from being a Level 4.

### Practice Paper C—Score Level 3

**The response:**

- Develops all aspects of the task with little depth by discussing reasons immigrants came to the United States and hardships faced by immigrants after they arrived in the United States
- Is more descriptive than analytical (ancestors were immigrants at one point in time; dreams turned to hopes; immigrants protested for better working conditions, however, they did not get them right away; Americans forgot that they were once immigrants themselves)
- Incorporates some relevant information from all the documents
- Incorporates limited relevant outside information (expansion of American industry allowed for more jobs; immigrants not paid enough to provide for the family; child labor; immigrants worked for less)
- Includes some relevant facts, examples, and details (Irish came because of the famine; in Ireland, people had to put every penny they earned into taxes; people got thrown out of their homes; comparison of Greek and American pay scales; one university in Greece; industrial expansion in the United States; many immigrants forced to live in crowded tenement houses; many immigrants could not get jobs because they did not speak English; immigrants took over jobs)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. Although the response refers to all of the documents, the development of ideas from the documents is superficial. The analytical tone of the conclusion is not supported by the content used in the response.

### Practice Paper D—Score Level 3

**The response:**

- Develops all aspects of the task with little depth by discussing reasons immigrants came to the United States and hardships faced by immigrants after they arrived in the United States
- Is more descriptive than analytical (as immigrants filled the United States, hardships as well as opportunities faced many of the country's new immigrants; immigrants had to deal with discrimination because they were accused of stealing American jobs)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates limited relevant outside information (immigrants sometimes slept in the same room)
- Includes some relevant facts, examples, and details (some immigrants were forced out of their home countries by religious or political discrimination; immigrants came in search of better jobs, better pay, and living conditions; industrial expansion in the United States; Irish famine; low pay and poor education in Greece; discrimination, long working hours, and harsh living conditions; many Americans were against letting immigrants into the country; tenement apartments were small)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are repetitive but somewhat beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. The response demonstrates an understanding that immigrants faced both hardships and opportunities in the United States. Minimal outside information and some relevant facts from the documents provide a satisfactory framework for a discussion of immigration.



## Practice Paper E—Score Level 5

### **The response:**

- Thoroughly develops all aspects of the task evenly and in depth by discussing reasons immigrants came to the United States and hardships faced by immigrants after they arrived in the United States
- Is both descriptive and analytical (push and pull factors were reasons for people to leave their homeland; difficult to get a good education; even finding space in their homeland was difficult; many viewed America as an appealing country and the land of opportunity; America had more space than was available in their native country; difficulty of assimilation for immigrants; children would teach parents what they learned in school; golden paved roads were a myth; jobs not as well-paying as expected; difficult life in tenements; difficulty of social assimilation because of discrimination; discrimination resulted in segregation; discrimination led to ghettos which had both positive and negative influence on immigrant life; democratic government considered desirable by most people who came from countries with dictators)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 7
- Incorporates substantial relevant outside information (description of push and pull factors; well-constructed government in America; importance of freedom; descriptions of Ellis Island and Angel Island; immigrants tested for smallpox and malaria; description of immigrants' entry into the United States; wearing American clothing and eating American food; development of ghettos such as Little Italy and Chinatown)
- Richly supports the theme with many relevant facts, examples, and details (poverty swept through many nations; religious persecution, high unemployment, and low-paying jobs; famines and hard times struck many countries; America had lots of space; job opportunities in America; education easier to achieve in America)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that emphasizes the attraction of freedom for the immigrant

**Conclusion:** Overall, the response fits the criteria for Level 5. The use of a series of related facts to describe push-pull factors and assimilation results in an effective analysis of these concepts. Outside information and specific historical examples successfully support both aspects of the task.



## Descriptions of Performance Levels

<b>Performance Level</b>	<b>Range of Final Scores</b>	<b>Definitions</b>
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

<b>DOCUMENT-BASED QUESTION</b>	<b>STANDARDS/UNIT</b>
Reasons for immigration and hardships faced by immigrants after their arrival in the United States	Standards 1 and 4: United States and New York History; Economics Units 7 and 9: An Industrial Society; Between the Wars

**The *Chart for Determining the Final Test Score for the June 2006, 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 8, 2006. 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.**

### **Submitting Teacher Evaluations of the Test to the Department**

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

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