

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 15, 2010

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

Mechanics of Rating

The procedures on the next page are to be used in rating papers for this test. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *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

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 essay task
- Raters identify the answers to the essay 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 essay task
- Trainer reviews procedures for assigning holistic scores, i.e., by matching evidence from the response to the content-specific 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 test booklet 2, and determining the student's final examination score. The conversion 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 2010

Document 1

. . . *Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled*, That from and after the first day of January, one thousand eight hundred and eight [1808], it shall not be lawful to import or bring into the United States or the territories thereof from any foreign kingdom, place, or country, any negro, mulatto, or person of colour, with intent to hold, sell, or dispose of such negro, mulatto, or person of colour, as a slave, or to be held to service or labour. . . .

Source: United States Statutes

Question 1 **According to this law, what restriction did the United States Congress place on slavery in 1808?**

Score of 1:

- States a restriction the United States Congress placed on slavery in 1808
Examples: the importation of slaves into the United States was banned; no enslaved people/slaves could be imported into the United States/territories; newly enslaved people could not be brought into the United States; importation of any negro/mulatto/African/person of colour (color)/African American as a slave is banned

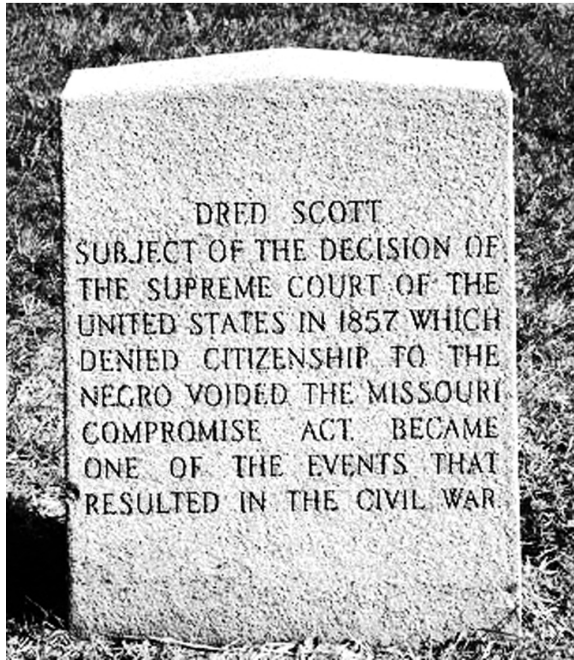
Note: For the purposes of this question, the use of the term “African American” is an acceptable response.

Score of 0:

- Incorrect response
Examples: slavery was banned by Congress; no person of colour could be held in slavery; no person of color could labor/work; no slavery; no person can be sold
- Vague response
Examples: it was not lawful; it was enacted by Congress; there was a restriction; slavery
- No response

Document 3

Tombstone of Dred Scott in St. Louis, Missouri



Source: Catholic Cemeteries of the Archdiocese of St. Louis

Question 3 Based on the inscription on this tombstone, state *two* results of the decision reached by the United States Supreme Court in the *Dred Scott* case.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* result of the decision reached by the United States Supreme Court in the *Dred Scott* case based on the inscription on this tombstone
Examples: Dred Scott was denied citizenship/Negroes (African Americans) were not citizens/were denied citizenship; the Missouri Compromise Act was voided; it became one of the events that led to the Civil War/it helped cause the Civil War

Note: To receive maximum credit, two *different* results of the *Dred Scott* decision must be stated. For example, *Negroes/African Americans could not become citizens* and *Dred Scott was denied citizenship* is the same result expressed in different words. In this and similar cases, award only **one** credit for this response.

Score of 0:

- Incorrect response
Examples: Negroes/African Americans became citizens; Negroes had the same rights as whites; it helped the Missouri Compromise; Dred Scott became a member of the Supreme Court
- Vague response
Examples: he died; it was a Supreme Court decision; it was an event
- No response

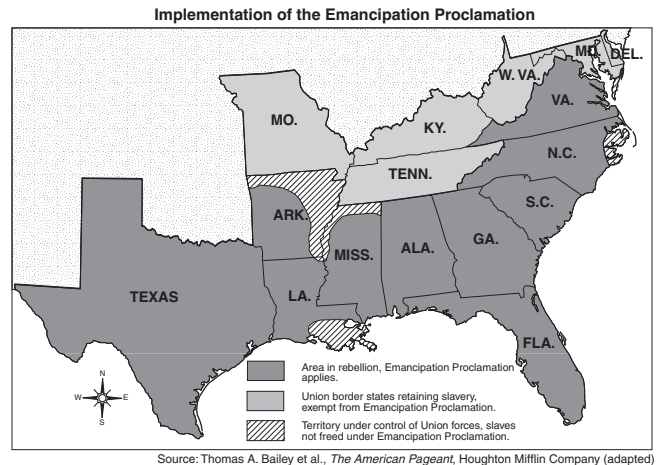
Document 4a

**EXCERPT FROM THE
EMANCIPATION PROCLAMATION
BY THE PRESIDENT OF
THE UNITED STATES**

... That on the first day of January in the year of our Lord one thousand eight hundred and sixty-three [1863], all persons held as slaves within any State or designated part of a State, the people whereof [who] shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom. . . .

Source: Library of Congress

Document 4b



Question 4 Based on these documents, the Emancipation Proclamation was intended to free slaves in which area?

Score of 1:

- Identifies the area where the Emancipation Proclamation intended to free slaves
Examples: all persons held as slaves would be freed in any state in rebellion against the United States; any designated part of a state in rebellion against the United States; in the Confederacy/parts of the Confederacy not under Union control; all persons held as slaves in any state in rebellion; much/most of the South/the Deep South; the states in dark gray; from Texas to Virginia

Score of 0:

- Incorrect response
Examples: all slaves in the United States/all persons held as slaves would be free; the border states; territory under control of Union forces; all the southern states
- Vague response
Examples: slaves in the states; all of them; most states
- No response

Clarification Note: West Virginia became a state on June 20, 1863, having accepted gradual emancipation as a condition of statehood. It was under the control of the Union military on January 1, 1863 so the Emancipation Proclamation did not apply. West Virginia is not a correct answer.

Document 5

This excerpt was first published in the abolitionist newspaper *The North Star* on April 3, 1851. It discusses the Fugitive Slave Law passed by Congress on September 18, 1850.

The following resolutions were adopted at the recent Convention of the Western New York Anti-Slavery Society, held in Corinthian Hall:

Resolved [Agreed], . . . That they who teach obedience to the Fugitive Slave Law, while they admit that the law is unjust, cruel and disgraceful, prove themselves destitute of moral principle, if not of moral sense, and they are to be ranked with the hardened and obdurate [heartless] creatures who, for a few paltry dollars, will perform the disgusting office of slave-catcher to the slaveholder. . . .

Resolved, That we regard the Fugitive Slave Law of the last Congress as a conspiracy against the liberties of our country, which ought to be resisted at all hazards of property and life, by all who love God and revere [honor] the memories of our revolutionary fathers.

Question 5a Based on this document, what is *one* reason abolitionists opposed the Fugitive Slave Law?

Score of 1:

- States a reason abolitionists opposed the Fugitive Slave Law according to this document
Examples: law was unjust/cruel/disgraceful; it was a conspiracy against the liberties of our country; it was immoral; it did not honor the memories of our revolutionary fathers; it made them return slaves; it went against their beliefs

Score of 0:

- Incorrect response
Examples: slavery was necessary; it helped slaves become free; it was a fair law
- Vague response
Examples: they were mean; it was a law; it was resolved; they were against it
- No response

Question 5b Based on this document, identify *one* method abolitionists used to try to end slavery.

Score of 1:

- States a method abolitionists used to try to end slavery as expressed in this document
Examples: antislavery conventions were held/they assembled at a convention; resolutions against slavery were passed; antislavery newspapers were published/*North Star* was published; they protested government laws/the Fugitive Slave Law; they formed antislavery societies

Score of 0:

- Incorrect response
Examples: obedience to the Fugitive Slave Law was taught; they became slave-catchers; they did not protest the law; it was a conspiracy
- Vague response
Examples: they resisted; they resolved
- No response

No Compromise with Slavery!
ANTI-SLAVERY
Tea Party.

THE LADIES' ANTI-SLAVERY SOCIETY,
 WILL give a Social Tea Party, at
HOWARD UPPER HALL.
On Wednesday Eve'g Jan. 5, 1853.

The usual attractions presented on such occasions,
 will be fully displayed.
 Friends of the Slave, Lovers of your country's
 freedom, come and help us!

ADMITTANCE 12 1-2 CENTS.
Tickets for Supper 37 1-2 Cents.

Source: Deborah Bingham Van Broekhoven, *The Devotion of These Women: Rhode Island in the Antislavery Network*, University of Massachusetts Press, 2002 (adapted)

. . . Much of the actual burden of gathering signatures for anti-slavery memorials [petitions] was taken up by social-minded females. Denied any actual voice in running the government, many women saw the distribution of petitions as their only real opportunity to contribute. The petitions that began to make their way into Congress—first a trickle, then a stream and, at last, a flood—were overwhelmingly dominated by the signatures of the nation's fairer sex [women]. . . .

Source: Kevin C. Julius, *The Abolitionist Decade, 1829–1838*, McFarland & Company, 2004

Question 6 Based on these documents, state *two* ways women supported the abolitionist movement.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* way women supported the abolitionist movement based on these documents
Examples: they gathered/collected signatures on antislavery memorials/distributed petitions; they signed petitions; held antislavery tea parties/suppers; an antislavery society was formed/formed the Ladies' Anti-Slavery Society; they sent antislavery petitions to Congress

Note: To receive maximum credit, two *different* ways women supported the abolitionist movement must be stated. For example, *signatures were gathered on antislavery petitions* and *antislavery memorials were collected* are the same way expressed in different words. In this and similar cases, award only *one* credit for this response.

Score of 0:

- Incorrect response
Examples: they were denied any actual voice; few women supported the antislavery movement; many women held government office
- Vague response
Examples: they contributed; there were opportunities; they joined
- No response

Document 7

. . . The slave narratives [personal accounts of slavery] were immensely popular with the public. Frederick Douglass' *Narrative of the Life of Frederick Douglass* sold 30,000 copies between 1845 and 1860, William Wells Brown's *Narrative* went through four editions in its first year, and Solomon Northup's *Twelve Years a Slave* sold 27,000 copies during its first two years in print. Many narratives were translated into French, German, Dutch and Russian.

In addition to publishing their narratives, former slaves became anti-slavery lecturers and went on tour. They told their stories to audiences throughout the North and in Europe. Frederick Douglass was the most famous, but he was joined by others such as Sojourner Truth and William Wells Brown. Others, such as Ellen and William Craft—a couple who had escaped together using ingenious [clever] disguises—lectured but did not create a written narrative. For white audiences who had perhaps never seen an African American man or woman, the effects of these articulate [well-spoken] people telling their stories was electrifying and won many to the abolitionist cause. . . .

Though the slave narratives were immensely popular, the anti-slavery document which would reach the broadest audience was written by a white woman named Harriet Beecher Stowe. Stowe was less threatening to white audiences than were black ex-slaves. Her anti-slavery message came in the form of a novel, which was even more accessible to a wide audience. It was called *Uncle Tom's Cabin*. . . .

Source: "Slave Narratives and *Uncle Tom's Cabin*," PBS

Question 7 Based on this document, state *two* methods used by individuals to help abolish slavery.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* method used by individuals to help abolish slavery as stated in this document

Examples: Frederick Douglass/William Wells Brown/Solomon Northup wrote a slave narrative; former slaves became antislavery lecturers/formerly enslaved people told their stories/former slaves went on tour to give speeches; Ellen/William Craft lectured/lectures were given; Harriet Beecher Stowe wrote *Uncle Tom's Cabin*/books were written

Note: To receive maximum credit, two *different* methods used by individuals to help abolish slavery must be stated. For example, *former slaves wrote their stories* and *Frederick Douglass/Solomon Northup wrote a slave narrative* is the same method expressed in different words. In this and similar cases, award only *one* credit for this response.

Score of 0:

- Incorrect response
Examples: all slaves were taught to read; Frederick Douglass refused to speak in public about his experiences; antislavery books were burned
- Vague response
Examples: they went around the country; they were persuaded; they translated them; 30,000 people read a book
- No response

Document 8

. . . With its extensive waterfront, its relatively large population of African-American freemen—slavery ended in New York in 1827—and its many antislavery churches and activists, Brooklyn was an important nexus [connection] on the “freedom trail.” Some runaways stayed [in Brooklyn] and risked being captured and returned to their owners, but most traveled on to the greater safety of Canada.

Because aiding fugitives from the South remained illegal even after New York abolished slavery—and because there was plenty of pro-slavery sentiment among Brooklyn merchants who did business with the South—Underground Railroad activities were clandestine [secret] and frequently recorded only in stories passed down within families. Corroborating [supporting] documentation is scarce. . . .

Source: John Strausbaugh, “On the Trail of Brooklyn’s Underground Railroad,” *New York Times*, October 12, 2007

Question 8 Based on this article from the *New York Times*, what was *one* purpose of the Underground Railroad?

Score of 1:

- States a purpose of the Underground Railroad according to this article
Examples: to aid fugitives/runaways from the South; to serve as a “freedom trail”/as a way to freedom/Canada/safety; to move escaped enslaved persons to Canada/to provide a place for runaway slaves to stay; to help runaway slaves avoid capture/from being returned to their owners; to avoid the slave catchers acting under the Fugitive Slave Law

Score of 0:

- Incorrect response
Examples: to increase the number of slaves; to permit slavery; to hold clandestine meetings; to increase proslavery sentiment; to abolish slavery in New York; to return slaves to their owners; some Brooklyn merchants supported slavery; Canada was a safe place
- Vague response
Examples: to help them; to provide a place; to get to the waterfront
- No response

Grade 8 Intermediate-Level Social Studies
Part III B—Content-Specific Rubric
Document-Based Essay—June 2010

Historical Context: Prior to 1865, a major issue that faced the United States was the institution of slavery. Some individuals and groups were against slavery, and they promoted abolition in a variety of ways. During the same time, the government attempted to deal with the issue of slavery in other ways.

Task:

- Discuss government efforts to deal with the issue of slavery
- Discuss individual *and/or* group efforts to deal with the issue of slavery

Scoring Notes:

1. This document-based question has a minimum of *four* components (*at least two* government efforts to deal with the issue of slavery **and** *at least two* efforts by individuals and/or groups to deal with the issue of slavery).
2. Government efforts may be federal efforts, state efforts, or local efforts.
3. The individual/group efforts may both be actions of individuals, actions of groups, or a combination of these categories.
4. Efforts to deal with the issue of slavery may also include information about Southern efforts to maintain the institution of slavery and preserve the Southern economy, either by individuals or by Southern state governments.
5. While the focus of this essay is on the issue of slavery prior to 1865 rather than subsequent issues raised after the Civil War, information about Reconstruction and/or the civil rights movement may be used in support of the topic if it is adequately tied to the pre-1865 era.
6. While popular sovereignty and the historical background of the *Dred Scott* case applied to territories, those territories were being considered for statehood. Hence, the distinction between territories and states should depend on the context in which it is written.
7. The response may discuss information either as a government effort or an individual/group effort as long as the position taken is supported by accurate historical facts and examples, e.g., discussing the role of government in the *Dred Scott* case *or* discussing the efforts made by individuals on behalf of Dred Scott.
8. For the purposes of meeting the criteria of using at least *five* documents in the response, documents 4a, 4b, 6a, and 6b may be considered as separate documents *if* the response uses specific separate facts from each individual document.

Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by discussing *at least two* government efforts to deal with the institution of slavery **and** discussing *at least two* efforts by individuals and/or groups to deal with the institution of slavery
- Is both analytical and descriptive (analyzes, evaluates, and/or creates* information) (connects government efforts to get the proslavery and antislavery forces to compromise to the abolitionists' efforts to totally dismantle the institution of slavery; compares/contrasts the different strategies used by former slaves and white abolitionists in getting the antislavery message to Congress and the resulting legislation passed by Congress)
- Incorporates relevant information from *at least five* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to efforts to deal with slavery (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details (Missouri Compromise; popular sovereignty; Emancipation Proclamation; *Dred Scott* case; Denmark Vesey; Nat Turner; Frederick Douglass; Harriet Tubman; Harriet Beecher Stowe; Sojourner Truth; *Liberator*; *North Star*; William Lloyd Garrison)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops *all* aspects of the task but may do so somewhat unevenly by discussing government efforts to deal with the issue of slavery more thoroughly than individual and/or group efforts to deal with the issue of slavery or vice versa
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information) (discusses the government's policies of trying to get the Northern and Southern states to compromise on slavery-related issues and the actions taken by abolitionists in response to the legislation; discusses methods used by the abolitionist movement and their influence on government legislation dealing with the issue of slavery)
- Incorporates relevant information from *at least five* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Note: At score levels 5 and 4, all components of the task should be developed.

Score of 3:

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

Note: If *either* government efforts to deal with the issue of slavery *or* individual and/or group efforts to deal with the issue of slavery have been thoroughly developed evenly and in depth and if the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

Score of 2:

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

Score of 1:

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

Score of 0:

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

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

**Government Efforts
Dealing with the Issue of Slavery**

Key Ideas from the Documents	Relevant Outside Information (This list is not all-inclusive)
<p>Doc 1—Became unlawful to import or bring into the United States or the territories any person of color to be a slave or to be held to service or labor as of January 1, 1808</p> <p>Doc 2—Some states were free; some states were slave Territories varied from free, under popular sovereignty, or were changed to popular sovereignty in 1854 Indian territory was exempt</p> <p>Doc 3—Judgments made by Supreme Court on the issue of slavery (<i>Dred Scott</i>) Missouri Compromise voided Citizenship denied to Negroes/<i>Dred Scott</i> <i>Dred Scott</i> case became one of the events resulting in the Civil War</p> <p>Doc 4—All slaves held in rebelling states or parts of states in rebellion proclaimed free as of January 1, 1863 by the President (Emancipation Proclamation) Recognition and maintenance of freedom of slaves in the states in rebellion guaranteed by federal government/army/navy Federal government was not to hamper efforts of affected slaves to be free Border states were exempt from Emancipation Slaves in territory under control of Union forces were not freed under Emancipation</p> <p>Doc 5—Fugitive Slave Law passed by Congress in 1850 Office of slave-catcher instituted to return fugitive slaves to their owners to enforce Fugitive Slave Law Congress conspired against peoples' civil liberties</p>	<p>Banning of slavery in the Northwest Territory in 1787 by Northwest Ordinance Inclusion of Three-fifths Compromise in the Constitution Efforts to keep the balance of power in the Senate with the number of free and slave states (Missouri Compromise) Attempts to resolve issue of extension of slavery into territories (Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act) Failure to pass Wilmot Proviso which would have banned slavery in all lands gained from the Mexican War Explanation and application of popular sovereignty Opposition of Lincoln and the Republican Party to extension of slavery Lincoln and the Republican Party not insisting on the abolition of slavery Details about <i>Dred Scott</i> case Efforts to convince border states not to join the Confederacy Efforts to include former slaves as members of the Union army Details about the Emancipation Proclamation Attempts to convince Southern States to end their rebellion and rejoin the Union as a way to maintain the institution of slavery “House Divided” speech of Abraham Lincoln Passage of the 13th amendment</p>

**Individual and Group Efforts
Dealing with the Issue of Slavery**

Key Ideas from the Documents	Relevant Outside Information (This list is not all-inclusive.)
<p>Doc 3—<i>Dred Scott</i> case brought to Supreme Court</p> <p>Doc 4—Emancipation Proclamation issued by the President of the United States</p> <p>Doc 5—Anti-slavery societies formed (New York) Resolutions opposing Fugitive Slave Law adopted at Convention of the Western New York Anti-Slavery Society held in Corinthian Hall Unjust, cruel, immoral law should be resisted Abolitionist newspapers published (<i>North Star</i>)</p> <p>Doc 6—Antislavery teas and dinners held to discuss political issues and raise money for abolitionist causes Antislavery societies formed Signatures gathered on petitions Petitions sent to Congress Women became active in abolitionist movement</p> <p>Doc 7—Narratives written by former slaves about their experiences (Frederick Douglass, William Wells Brown, Solomon Northup) Antislavery lectures given by former slaves who went on tour (Frederick Douglass, Sojourner Truth, William Wells Brown, Ellen and William Craft) Antislavery novel written by white woman seen as less threatening and more accessible (Harriet Beecher Stowe’s <i>Uncle Tom’s Cabin</i>) Support for abolitionist cause increased because of effective articulation of African Americans in telling about their slave experiences</p> <p>Doc 8—Many antislavery churches and activists in Brooklyn helped Fugitives from South aided by antislavery groups (Brooklyn important connection on the “freedom trail”) Underground Railroad kept secret and frequently recorded only in verbal history</p>	<p>Authorship and role of Lincoln in the Emancipation Proclamation Historical background of <i>Dred Scott</i> case Lack of success of enslaved people in efforts to rise up against slavery (Nat Turner, Denmark Vesey) Newspapers against slavery (William Lloyd Garrison’s <i>The Liberator</i>, Frederick Douglass’ <i>North Star</i>) Details about lives of Sojourner Truth and Frederick Douglass Details about Harriet Beecher Stowe and <i>Uncle Tom’s Cabin</i> Role of religious groups in abolitionist movement (Quakers) Civil disobedience Connection of abolitionist movement to other reform movements (temperance, woman’s suffrage) Impact of popular sovereignty Violent abolitionist reactions to slavery (John Brown, Bleeding Kansas) Formation of Free Soil Party Formation of Republican Party with goal of stopping extension of slavery into territories Role of Lincoln-Douglas debates Details about the Underground Railroad (operation, role of Harriett Tubman) Efforts of Southerners to maintain the institution of slavery and preserve the Southern economy (smuggling, nullification, maintaining sectional balance in the Senate, secession)</p>

Slavery was a big issue in the United States in the mid 1800s. There were many abolitionists in the north who wanted to help end slavery. The government had ideas on how to deal with slavery too but their ideas were very different. Both the government and individuals did their part to address the slavery issue.

The government took many steps to try to settle the slavery question and keep the Union together. One of their first steps was to stop the further importing of slaves from other countries. It was hoped the law of 1807 would slow the growth of slavery so it would not spread westward and there wouldn't be an increase in the amount of slaves. There were flaws in their plan though. The children of slaves were born into slavery so the slave population continued to grow and slaves were smuggled into the country for many more years from the West Indies (doc 1). Another way the government tried to deal with slavery was to make compromises about the admission of states. If there was an increased number of anti-slavery states, Southerners feared that ^{abolitionists} ~~abolitionists~~ would have a majority in the Senate and would be able to outlaw slavery. Some new territories were given the choice of if they wanted to be a slave state or not by popular vote. This was called popular sovereignty and first appeared in the Compromise of 1850. ^(doc 2) Previously, the government had made compromises to try to keep the south from seceding. Compromises such as the Missouri compromise made some new states free states but others became slave states by

drawing a line in the Louisiana Purchase. Although the government was trying to deal with the slavery issue with compromise, they couldn't have done it without the help of individuals.

The individual people made up a big part of the abolition movement. One big part of it was the books that were written and the speeches that were given about slavery. Books such as Uncle Tom's Cabin described the evils of slavery and let the people know what was going on. People like Frederick Douglass gave public speeches to inform people about the truth that was the cruelty of slavery. What this accomplished was to spread awareness and to make other people participate in the abolitionist movement (doc 5). Another big thing that the individuals did was the underground railroad. They smuggled slaves from the south into areas where they could be free. People like Harriet Tubman were able to move hundreds of slaves into the north where they could live out the rest of their lives in freedom. In addition, many people did not abide by the Fugitive Slave Law. By law, people had to return slaves if they found them. Many northerners hated this law and refused to return slaves (doc 5). The loss of slaves had an impact on southern plantations and caused plantation owners to fear the loss of their way of life. This contributed to the south seceding from the Union and the coming of the Civil War. The passage of the 13th amendment which ended slavery could not have been accomplished without the help of individuals.

The end of slavery could not have been done without the help of either the people or the government. Each of them played a big role in ending slavery. By working together, they were able to bring about one of the biggest changes in U.S. history. These changes began the trend toward many other reform movements, such as women's rights and temperance.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing government, individual, and group efforts to deal with the issue of slavery
- Is both analytical and descriptive (*Government*: hoped that the law of 1807 would slow the growth of slavery so it would not spread westward and there would not be an increase in the number of slaves; tried to deal with slavery by making compromises about the admission of new states; *Group/Individual*: Southerners feared that with an increased number of antislavery states, the abolitionists would have a majority in the Senate and would be able to outlaw slavery; some people did not abide by the Fugitive Slave Law; many northerners hated the Fugitive Slave Law and refused to return slaves)
- Incorporates relevant information from documents 1, 2, 5, 7, and 8
- Incorporates substantial relevant outside information (*Government*: 1807 law was flawed because children of slaves were born into slavery so the slave population continued to grow; slaves were smuggled into the country for many more years from the West Indies; popular sovereignty first appeared in the Compromise of 1850; the government tried to keep the South from seceding with compromise; the Missouri Compromise made some new states free states; *Group/Individual*: Frederick Douglass' speeches informed people about the truth that was the cruelty of slavery; slaves were smuggled from the South into areas where they could be free by the Underground Railroad; Harriet Tubman was able to move hundreds of slaves into the North where they could live out the rest of their lives in freedom; the loss of slaves made an impact on Southern plantations; plantations owners feared the loss of their way of life; individuals helped pass the 13th amendment and bring about an end to slavery)
- Richly supports the theme with many relevant facts, examples, and details (*Government*: Fugitive Slave Law stated that people had to return slaves if they found them; *Group/Individual*: wrote books and gave speeches about slavery; books such as *Uncle Tom's Cabin* described the evils of slavery)
- Demonstrates a logical and clear plan of organization; includes an introduction that states abolitionists and the government had different approaches to ending slavery and a conclusion that states combined efforts began the trend toward other reform movements

Conclusion: Overall, the response fits the criteria for Level 5. The depth of relevant outside information and analytical statements enhance a discussion that demonstrates a thorough understanding of the historical period. Another strength of the narrative lies in its presentation of efforts to abolish slavery as well as to maintain it.

From the beginning of our history to 1865 slavery was a major issue facing the United States. The battle for abolition was not an easy one. It took hard-working and selfless individuals and groups to fight for the freedom of African Americans. Government slowly but effectively took action regarding slavery as time went on. The actions taken by the federal government and the abolitionist movement helped shape our history and the freedom and rights of African Americans.

The abolitionist movement was one of the most hard-working, effective, and diverse civil rights movements in history. The fight to end slavery was not only made up of African Americans but whites and women's groups too (Doc. 6A). People worked tirelessly writing narratives of their lives as slaves and toured the country to talk about the evils and horrors of it (Doc. 7). Former slaves such as Frederick Douglass, William Wells Brown, and Sojourner Truth used their powerful stories to win over the support of many (Doc. 7). One of the most effective stories was Harriet Beecher Stowe's "Uncle Tom's Cabin" which was less threatening to whites and more widely accessible (Doc. 7). The novel became a play and was performed throughout the country. Other groups such as the Ladies Anti-Slavery Society were organized to discuss ways to fight slavery and made congressional petitions for consideration. (Doc. 6A) Other groups such as the Quakers spoke out against the moral wrongness of enslaving another human being (Doc. 5). Other groups and Harriett Tubman went as far as helping to create an extensive fugitive slave network and helped them escape to freedom in free states, territories, or Canada (Doc. 8).

And some people were even violent such as Nat Turner and John Brown who led slave revolts. These groups heavily influenced the actions made by government with regards to slavery.

Government took decisive but lethargic action towards slavery during the abolition movement. It began by outlawing further importation of slaves to the states or any people of colour with intention of forced labour (Doc 1). It then dealt with the issue of slavery in each new state. To keep the balance of power in the Senate, a slave state was admitted only if a free state was admitted at the same time. The government passed the Missouri Compromise of 1820 to do this. Next the government adopted the idea of popular sovereignty allowing most territories to vote for themselves on the issue of slavery (Doc. 2). Also government made court decisions during the same period. The Dred Scott decision in 1857 resulted in the loss of civil rights and the denial of citizenship for African Americans when they were ruled to be property. It was also one of the events leading up to the Civil War (Doc. 3). Government also took actions that were more encouraging to abolitionists such as Lincoln's Emancipation Proclamation in 1863 which freed slaves in the part of the Confederacy that was in rebellion, but not in the border states or territories under Union control (Doc. 4). Yet the goals of the abolitionists were not met until the passage of the 13th amendment in 1865 which ended slavery in the United States. These actions were both positive and negative to the cause of abolition and have had long lasting effects on the rights of Americans.

The issue of slavery was an important topic in pre-Civil War American life which had many different views and arguments. Important actions were taken by abolitionist groups and individuals such as Harriet Beecher Stowe, Frederick Douglass, John Brown, the Western New York Anti-Slavery Society, and the Ladies Anti-Slavery Society. These actions pressured government to take progressive action through allowing citizens to vote on slavery and outlawing it in the South. ^{Anti-}Abolitionist actions, such as the Dred Scott decision, were overshadowed by other government actions such as the Emancipation Proclamation and the 13th amendment. The work that both abolitionist groups and government has done changed the course of the nation and set minorities on a path to the civil rights they deserve by outlawing slavery and freeing African Americans.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing government, individual, and group efforts to deal with the issue of slavery
- Is both analytical and descriptive (*Group/Individual*: took hard-working and selfless individuals and groups to fight for the freedom of African Americans; abolitionist movement was one of the most effective and diverse civil rights movements in history; *Government*: slowly but effectively took action regarding slavery; the idea of popular sovereignty was adopted)
- Incorporates relevant information from all documents
- Incorporates substantial relevant outside information (*Group/Individual*: *Uncle Tom's Cabin* became a play and was performed throughout the country; other groups such as the Quakers spoke out against the moral wrongness of enslaving another human being; other groups and Harriet Tubman went as far as helping to create an extensive fugitive slave network and helped them to escape to freedom in free states, territories, or Canada; Nat Turner and John Brown led slave revolts; goals of abolitionists were not met until the passage of the 13th amendment which ended slavery in the United States; *Government*: to keep the balance of power in the Senate, a slave state was admitted only if a free state was admitted at the same time; passed the Missouri Compromise of 1820; popular sovereignty allowed most territories to vote for themselves on the issue of slavery; *Dred Scott* decision resulted in the loss of civil rights and the denial of citizenship for African Americans when they were ruled to be property)
- Richly supports the theme with many relevant facts, examples, and details (*Group/Individual*: the fight to end slavery was not only made up of African Americans but whites and women's groups; people worked tirelessly writing narratives of their lives as slaves and toured the country to talk about the evils and horrors of slavery; former slaves such as Frederick Douglass, William Wells Brown, and Sojourner Truth, used their powerful stories to win over the support of many; Harriet Beecher Stowe's *Uncle Tom's Cabin* was effective, less threatening to whites and more widely accessible; other groups such as the Ladies Antislavery Society were organized to discuss ways to fight slavery and made congressional petitions for consideration; *Government*: began by outlawing further importation of slaves or any people of color with the intention of forced labor; *Dred Scott* decision was one of the events leading to the Civil War; Lincoln's Emancipation Proclamation freed slaves in the part of the Confederacy that was in rebellion, but not in the border states or territories under Union control)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that note the battle for the abolition of slavery was not easy and the actions taken helped shape history and the freedom and rights of African Americans

Conclusion: Overall, the response fits the criteria for Level 5. A balanced and well-developed discussion highlights the impact of and need for varied approaches to arrive at a solution to the dilemma of slavery in the United States. Analytical statements and outside information are incorporated to prove that individual and group efforts pressured the government to take progressive action to outlaw slavery.

Slavery is the ownership of a person or persons by a person or people. In the United States during the 1800's slavery was a key issue that divided our country into 2 pieces. The people against slavery, or abolitionists, and the people who were for slavery. The country was constantly at a standstill when a new territory wished to join the United States as a slave or free state. The government was having a hard time dealing with all the slave and anti-slave issues within our country and finally decided to step in.

In the days of slave states and free states slavery was treated with extreme caution. In the country's later days of slavery a decision/ruling of the Supreme Court had to be made, the Dred Scott decision. When a slave named Dred Scott rebelled against U.S. law in saying that since he had moved into a free territory with his owner that he was free. "Once free, always free" was said. Scott was used to challenge the Supreme Court and it was said that he was a free man, but the court didn't agree they ruled that a slave is property and doesn't count as a citizen of the United States and even if the slave crosses into a free state or territory he is n't free (Doc³)

Abolitionists were people black or white that wanted slavery to be illegal. Many Abolitionists even wrote articles and gave speeches opposing slavery. One newspaper was the North Star which in 1851 published the story of a convention held by abolitionists in Corinthian hall. The convention discussed the unjust and horrible plight behind slavery and the fugitive slave act which required all citizens to keep a look out for escaped slaves, even in free states. Upon returning the slaves to their owners the slave catchers would be payed money meaning no free blacks in the United States were safe. The abolitionists declared this unfair and unjust and by publishing

stories of such acts helped the abolitionist movement stay alive (Doc 5). Uncle Tom's Cabin gained even more support for the movement and increased tensions between the North and the South (Doc 7).

Abolitionists were also helped by the wartime document, the Emancipation proclamation which said that as of 1/1/1863 all slaves in the rebelling confederate states would be freed. Although Lincoln's proclamation was supposed to help the military it changed the goal of the Civil War to end slavery in the U.S. Then the North was fighting for freedom for the slaves and the South was fighting to become their own independent slave country (Doc 4). Although the government may have helped to abolish slavery the escaped slaves and freed slaves gained the most support for Abolition. After escaping many slaves like Frederick Douglas and William Wells Brown wrote narratives of episodes that happened to them while slaves. They wrote about the true to life things that happened to them as slaves. They also spoke and toured to speak about things they had seen and done. They helped gain even more abolitionist support (Doc 7). Slaves also had the support of some women, who were being unfairly and unjustly treated for most of their lives and they saw the slaves, similar to themselves — oppressed. They held conventions in places like Howard upper hall to help the slaves and show the government that women could be strong and it helped them get their cause out there into the government minds (Doc 6a).

Slavery, would you own somebody? Is it right to own a slave? Our country has grown not to think so and now we stand as one on this issue. We are no longer divided by slave and free states. There is

Anchor Paper – Document–Based Essay – Level 4 – A

only ~~the~~ free America. All of us and it are free. Thanks to the government and many brave, strong individuals we were able to abolish slavery and reunite America. Where it had been broken apart by racism, slavery, and war.

Anchor Level 4-A

The response:

- Develops all aspects of the task by discussing government, individual, and group efforts to deal with the issue of slavery
- Is both descriptive and analytical (*Government*: the country was constantly at a standstill when a new territory wished to join the United States as a slave or free state; they were having a hard time dealing with the slave and antislavery issues within our country and finally decided to step in; in the days of slave states and free states, slavery was treated with extreme caution; *Group/Individual*: a convention discussed the unjust and horrible plight behind slavery and the Fugitive Slave Act, which required all citizens to keep a lookout for escaped slaves, even in free states; upon returning the slaves to their owners, slave catchers would be paid money, meaning that no free blacks in the United States were safe; published stories helped the abolitionist movement stay alive; *Uncle Tom's Cabin* gained even more support for the movement and increased tensions between the North and the South; abolitionists were also helped by the wartime document, the Emancipation Proclamation; although the government may have helped to abolish slavery, the escaped slaves and freed slaves gained the most support for abolition)
- Incorporates relevant information from documents 3, 4, 5, 6, and 7
- Incorporates relevant outside information (*Government*: although the Emancipation Proclamation was supposed to help the military, it changed the goal of the Civil War to ending slavery in the United States; after the Emancipation Proclamation, the North was fighting for freedom for the slaves and the South was fighting to become their own independent slave country; *Group/Individual*: Dred Scott was used to rebel against United States law in saying that since he had moved into a free territory with his owner that he was free; some women saw slaves similar to themselves as they were unfairly and unjustly treated for most of their lives)
- Supports the theme with relevant facts, examples, and details (*Government*: the Supreme Court did not agree that Scott was a free man but ruled that he was property and not a citizen of the United States; the Emancipation Proclamation said that as of January 1, 1863 all slaves in the rebelling Confederate states would be free; *Group/Individual*: abolitionists were people who were against slavery; many abolitionists wrote articles and gave speeches opposing slavery; one newspaper was the *North Star*; after escaping, many slaves such as Frederick Douglass and William Wells Brown wrote narratives and episodes that happened to them while slaves; slaves had the support of women who held conventions to help slaves)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses how slavery created a crisis for the country and a conclusion that discusses how the abolition of slavery and the reunification of America led to our present society

Conclusion: Overall, the response fits the criteria for Level 4. This response relies on document information and focuses on the separate components of the task. Analytical statements demonstrate a solid understanding about the work of abolitionists and strengthen the discussion.

Before 1865, the United States faced the question of slavery. Anti-slavery individuals and groups scattered the country and used many different methods to support abolition. At the same time, the government tried to deal with the slavery question with their own methods.

Individuals and groups used many different strategies to assist the anti-slavery movement. Many of the prominent individuals were former slaves. People like Frederick Douglass went around the country trying to spread the word and build sympathy for their cause. But some white people also worked hard to help. The author, Harriet Beecher Stowe, wrote the book *Uncle Tom's Cabin*. *Uncle Tom's Cabin* detailed the (fake) life of a slave and his cruel master. It was a best-selling book that woke many ignorant people up to the slave's plight. Many other women also helped the anti-slavery cause. They would raise awareness at social gatherings and send petitions after petition to the government. There were also the people that were part of the Underground Railroad. The Underground Railroad, with conductor Harriet Tubman was a chain of houses for runaway slaves to hide from authorities until they escaped into free territories, states, or Canada. There were also many other anti-slavery groups that formed at

this time. Among them was the New York Anti-Slavery Society. Like many others, they vowed not to support the Fugitive Slave Law. They thought it was "unjust, cruel, and disgraceful" and felt it was against the principle of freedom in our country. Without their efforts, the abolitionist movement probably would have ~~was~~ never escalated to the size it did. (Doc. 5, 6, 7, 8)

At around the same period of time, the government also made efforts to deal with the issue of slavery. Slavery had always been an issue in the government, all the way back to the Constitutional Convention and the $\frac{3}{5}$ compromise which settled the issue of how slaves would be counted to tell how many representatives a state would have in Congress. But the abolitionist movement and the principles they stood for weren't addressed again until 1808. This was the year that U.S. government banned anymore slaves being brought in from other countries. But the issue was not to die down. In the late 1840's and early 1850's, the debate raged in Congress. The United States was expanding and there were many territories that wanted to become states. But the question instantly arose, slave or free? In the 1820's after some argument, a solution had been found. In the Missouri Compromise, Maine entered as a free state, Missouri as a slave state. Another provision was that

all states under Missouri's southern border were slave states and all above it were free states. Over the course of the next few years, the government passed laws like the Compromise of 1850 and the Kansas-Nebraska Act to solve the problem. But by 1863, many states had left the Union and a Civil War had already begun. President Abraham Lincoln, in an attempt to disrupt the Southern economy, issued the Emancipation Proclamation. It freed all the slaves in the rebelling states or all the Confederate states. The government made many laws attempting to deal with the problem of slavery (Doc. 1, 4)

The United States, up until 1865, had always had a problem of what to do with slavery. Abolitionist individuals and groups all supported the anti-slavery movement in their own way. The government also attempted to solve the slavery question during the same time.

Anchor Level 4-B

The response:

- Develops all aspects of the task by discussing government, individual, and group efforts to deal with the issue of slavery
- Is both descriptive and analytical (*Group/Individual*: Frederick Douglass went around the country trying to spread the word and build sympathy for the cause; *Uncle Tom's Cabin* was a best-selling book that woke many ignorant people up to the slave's plight; women would raise awareness of slavery at social galas; the antislavery societies thought the Fugitive Slave Law was against the principle of freedom in our country; without antislavery efforts, the abolitionist movement probably would have never escalated to the size it did; *Government*: the abolitionist movement and the principles they stood for were not addressed again until 1808; in the late 1840s and early 1850s, the slavery debate raged in Congress; the United States was expanding and there were many territories that wanted to become states; the question instantly arose, slave or free?; Lincoln in an attempt to disrupt the Southern economy issued the Emancipation Proclamation)
- Incorporates relevant information from documents 1, 2, 4, 5, 6, 7, and 8
- Incorporates relevant outside information (*Group/Individual*: *Uncle Tom's Cabin* detailed the "fake" life of a slave and his cruel master; the Underground Railroad with conductor Harriet Tubman was a chain of houses for runaway slaves to hide from the authorities until they escaped into free territories, states, or Canada; *Government*: slavery had been an issue in the government since the Constitutional Convention and the Three-fifths Compromise; the Three-fifths Compromise settled the issue of how slaves would be counted to tell how many representatives a state would have in Congress; in the 1820s, a solution had been found—the Missouri Compromise; Maine entered as a free state, Missouri as a slave state; the Compromise of 1850 and the Kansas-Nebraska Act were also passed to solve the problem; by 1863, many states had left the Union and a Civil War had already begun; Emancipation Proclamation freed all the slaves in the rebelling states)
- Supports the theme with relevant facts, examples, and details (*Group/Individual*: many of the prominent individuals in the antislavery movement were former slaves; some white people such as Harriet Beecher Stowe worked hard to help the cause; women would send petition after petition to the government; New York State Antislavery Society was formed and like other societies voted not to support the Fugitive Slave Law; *Government*: 1808 was the year the government banned any more slaves being brought in from other countries); includes an inaccuracy (Emancipation Proclamation freed all the slaves in all the Confederate states)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. Rather than providing basic information, documents are used as stepping stones to analytical statements and outside information. The discussion includes insightful observations about the role of slavery in the overall history of the country.

Both the government and the society, struggled with the issue of slavery. Individuals and groups pushed abolitionism in many ways. The government made up laws to try to abolish slavery. People formed groups and organized events to try and promote ~~abolishment~~ ^{abolitionists}.

The government took many different approaches in dealing with slavery. They used Popular sovereignty in both the Kansas and Nebraska Territories. (doc. 2.) Popular sovereignty was when people in an area could vote over the issue of slavery. Most of the west was free of slavery but places like the Kansas Territory were on the border with the north and south. This was a problem because the northeast was free of slavery and all or most of the south were slave states. This led to "Bleeding Kansas." The government's use of popular sovereignty to reduce tension did not work. The government also made proclamations and passed laws to help to try to get rid of slavery. In the Emancipation Proclamation, President Lincoln declares that all the rebelling slave states will be free of slavery as of January 1st, 1863. (doc. 4) It said that all people in slave states "shall be ^{then} henceforward, and forever free." The only thing that was wrong with this was that it didn't free the border states' slaves and the North had to win the Civil War for it to work.

Not only did the government try to help abolish slavery but so did individuals and groups. Women tried to do their part in abolishing slavery. They distributed petitions and did anything else they could to help out. (doc. 6) This was a huge step for women because women normally were denied of having any voice or say when it came to government, so because of this, women supported the abolitionment movement because they could have a voice and be

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

able to contribute something towards society and government. Another thing people did to abolish slavery was publish books. (doc. 7) People like Frederick Douglass and William Waller Brown, wrote books about their experiences with slavery. This had a huge impact because it really showed how unlawful and cruel slavery was. People also became lecturers. Former slaves would go on tours and go through the north and Europe and tell their stories about slavery. This especially affected people who probably hadn't heard a black person or a slave speak. It was shocking to them to hear these stories. It even made such an impact that some people became abolitionists after those lectures. Another thing that ~~individuals~~ ^{individuals} did was helped out with the Underground Railroad. (doc 8) It wasn't literally underground but what it was was a system of hiding places that would help slaves quietly and safely escape to either free ~~states~~ ^{states} or Canada. This was very risky because there was always that chance that you could be caught and taken back to your owner especially after the Fugitive Slave Law was passed. But this could also be very successful at times. This was how people like Harriet Tubman became free, and then helped other ~~men~~ slaves escape.

The abolitionists movement was not just one group or person's effort. It was a effort of a country. This showed how any country, when they work together can do anything. This was a huge time period that effected the U.S. and it's history forever.

Anchor Level 4-C

The response:

- Develops all aspects of the task but discusses individual and group efforts more thoroughly than government efforts to deal with the issue of slavery
- Is both descriptive and analytical (*Government*: Kansas was a problem because the Northeast was free of slavery and all or most of the South were slave states; the use of popular sovereignty to reduce tension did not work; *Group/Individual*: women supported the abolitionist movement because they could have a voice and be able to contribute something toward society and government; books had a huge impact because they really showed how unlawful and cruel slavery was; using the Underground Railroad was risky because there was that chance that you could be caught and taken back to your owner, especially after the Fugitive Slave Law was passed)
- Incorporates relevant information from documents 2, 4, 5, 6, 7, and 8
- Incorporates relevant outside information (*Government*: popular sovereignty was when people in an area could vote over issues such as slavery; popular sovereignty in Kansas led to “Bleeding Kansas”; *Group/Individual*: women were normally denied a voice or say when it came to government; people who probably had not heard a black person or a slave speak were especially affected; the Underground Railroad was a system of hiding places that would help slaves quietly and safely escape to free states or Canada; the Underground Railroad is how Harriet Tubman became free and then helped other slaves escape)
- Supports the theme with relevant facts, examples, and details (*Government*: popular sovereignty was used in both Kansas and Nebraska territories; President Lincoln declared that all rebelling slave states will be free of slavery as of January 1, 1863; the only thing that was wrong with the Emancipation Proclamation was that it did not free slaves in border states and the North had to win the Civil War for it to work; *Group/Individual*: women distributed petitions; Frederick Douglass and William Wells Brown wrote books about their experiences with slavery; former slaves toured the North and Europe and told their stories about slavery; people helped out with the Underground Railroad)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and an overstated conclusion

Conclusion: Overall, the response fits the criteria for Level 4. Although government efforts are dependent on document interpretation, the reaction of groups and individuals to these efforts indicates an understanding of the relationship between government and people. The explanation of popular sovereignty and its impact on Kansas and Nebraska, the reasons for women supporting abolition, and the effects of success and failure on the Underground Railroad enhance the response.

The United States has not had an easy ~~road~~ road to the society in which we live now. Before the civil War broke out the institution of slavery was a very controversial issue. ~~Many~~ Many individuals ~~and~~ were against the slavery in the South, the government also maintained certain efforts to deal with the issue of slavery.

People who were against slavery tried to do all they could to end slavery. Frederick Douglass wrote a book titled, ~~the~~ Narrative of Frederick Douglass, to tell about the evils of slavery. (Doc #?) William Lloyd Garrison wrote & published a newspaper "The Liberator," that informed people about slavery and the abolitionist movement. Sojourner Truth lectured and so did many others about slavery. Many women felt it necessary to support the abolitionist movement and signed ~~the~~ petitions to be sent to Congress. (Doc #6) Abolitionists also tried to convince people not to turn in slaves claiming it was a crime of humanity and morality. (Doc #5). ~~People~~ People who felt it was right to help slaves did step up to the plate and help them ^{achieve} freedom. Many created a chain of safe houses for slaves to stay in as they made their way North by the North Star. Eventually the Civil War broke out and many sacrificed their lives

on both sides for a cause they felt was right. Even though slavery ~~was~~ had been in America since colonial time, as a country we managed to improve society and life for all Americans.

The government also played a major role in the issue of slavery. In 1808 Congress passed a law that stated ~~that~~ that transportation of slaves into the United States of America was then illegal. ~~(Doc # 1)~~ This meant that slave owners would now have to trade and buy within the U.S. They could no longer capture them for free. The United States also allowed western territories to decide for themselves whether to be slave or free. The people could vote (Doc # 2) ~~that~~ of the territories became free or were under popular sovereignty. Congress also enacted the Missouri Compromise of 1820. Even though it was considered void by the Supreme Court in the Dred Scott vs. Sandford case it helped balance free and slave states for a while. When President Lincoln made the Emancipation Proclamation Congress didn't object. After the Civil War Congress ratified amendments to finally grant rights to African Americans. The government played an important role in the abolition of slavery. Today all American citizens and people who live

here are free under the constitution, sometimes we all take it for granted the rights we have. As a country we managed to do the right thing. All the individuals who stood up for the rights of the silenced help build America into a much better place free from slavery.

Anchor Level 3-A

The response:

- Develops all aspects of the task with little depth
- Is more descriptive than analytical (*Group/Individual*: many women felt it necessary to support the abolitionist movement; abolitionists claimed turning in slaves was a crime of humanity and morality; all individuals who stood up for the rights of the silenced helped build America into a much better place free from slavery; *Government*: when President Lincoln made the Emancipation Proclamation, Congress did not object)
- Incorporates some relevant information from all the documents
- Incorporates some relevant outside information (*Group/Individual*: William Lloyd Garrison wrote and published a newspaper, *The Liberator*, that informed people about slavery and the abolitionist movement; many created a chain of safe houses for slaves to stay in as they made their way north by the North Star; eventually the Civil War broke out, and many sacrificed their lives on both sides for a cause they felt was right; slavery had been in America since colonial times; *Government*: law meant that slave owners would now have to trade and buy within the United States; slaves could no longer be captured for free; even though the Missouri Compromise was considered void by the Supreme Court in *Dred Scott v. Sanford*, it helped balance free and slave states for awhile; after the Civil War, Congress ratified amendments to finally grant rights to African Americans)
- Includes some relevant facts, examples, and details (*Group/Individual*: Sojourner Truth and many others lectured about slavery; many women signed petitions to be sent to Congress; abolitionists tried to convince people not to turn in slaves; *Government*: Congress passed a law that stated that transportation of slaves into the United States was illegal; the United States allowed western territories to decide for themselves whether to be slave or free); includes minor inaccuracies (*Government*: date of enactment of statue making transportation of slaves into the United States illegal; all of the territories became free or were under popular sovereignty; Congress also enacted the Missouri Compromise of 1860)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Relevant outside information coupled with the effective use of all documents strengthens this response. However, some repetitions and the use of some generalizations detract from the overall quality.

Prior to 1865, a major issue that faced the United States was the institution of slavery. I will be discussing the different efforts made by the government and individual groups to deal with the issue of slavery.

One government effort to deal with slavery was the act that was enacted in 1807. The act stated that after January 1, 1808 no person of color could be brought into the United States, as a slave, and forced to work. (Doc. 1) Although it stopped the importing of slaves it did not free any current slaves or their children.

Another government effort to deal with slavery was the use of popular ~~sovereignty~~ sovereignty. Instead of the government choosing whether a new territory or state would be free or a slave state they let the people in the area decide. (Doc. 2) There was less tension in government when the people decided their status instead of Congress.

Women took great efforts to deal with slavery. They hosted anti-slavery tea parties to support abolitionist movements and gathered signatures for anti-slavery petitions to send

to Congress. (Doc. 6) They would later use similar tactics in their women's rights movement.

Escaped slaves also helped the abolitionist movement by telling people about their lives.

Slave narratives were very popular with the public, gaining the movement more followers.

They also became anti-slavery lecturers and went on tour, telling their stories around

the North. (Doc. 7) Many slaves told of their time on plantations and escaping, reaching

out to people to help the others who didn't escape.

The Underground Railroad was to help escaping slaves get away. Some people who were part of the Underground Railroad helped African Americans to settle in Brooklyn, or escape to Canada. (Doc. 8) The Underground Railroad was a network of houses and safe places that went from the South, all the way up to Canada.

~~There were many efforts made to help~~
Prior to 1865, a ~~very~~ major issue that faced the United States was the institution of slavery. There were many efforts made to help end slavery, and some were more efficient but ~~the~~ it all paid off.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth
- Is more descriptive than analytical (*Government*: instead of the government choosing whether a new territory or state would be a free or a slave state, they let the people in the area decide; *Group/Individual*: slave narratives were very popular with the public, gaining the movement more followers); includes weak application (*Government*: there was less tension in government when the people decided their status instead of government)
- Incorporates some relevant information from documents 1, 2, 6, 7, and 8
- Incorporates limited relevant outside information (*Government*: Act of 1807 did not free any current slaves or their children; *Group/Individual*: women would later use similar tactics in the women's right movement; many slaves told of their time on plantations and reaching out to help others who did not escape; Underground Railroad was a network of houses and safe places)
- Includes some relevant facts, examples, and details (*Government*: Act of 1807 stated that after January 1, 1808, no person of color could be brought into the United States as a slave and forced to work; government used popular sovereignty; *Group/Individual*: women hosted antislavery tea parties to support abolitionist movements; women gathered signatures for antislavery petitions to send to Congress; former slaves became antislavery lecturers and went on tour, telling their stories around the North; Underground Railroad was to help escaping slaves get away; some people who were part of the Underground Railroad helped African Americans to settle in Brooklyn or escape to Canada)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a general conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Lack of explanations detracts from good analytical conclusions about the impact of efforts to deal with slavery. Relevant outside information enhances simple restatements of document information.

One of the largest problems the US has ever faced is slavery. Some Americans supported slavery, while others worked hard to end it. Also, the government attempted to deal with the issue in several different ways.

~~The government was both for and against slavery.~~ The government passed several laws for and against slavery. One law against slavery said that bringing slaves into the country from January 1st, 1808 on. (Doc 1) However, ~~the law~~ ^{the law} did not free slaves that were already in the country.

Another way the government supported the abolitionist movement was by passing the Emancipation Proclamation. (Doc 4) The Proclamation declared that all slaves that lived in states that were rebelling against the US were free. However, the government also ~~passed~~ ^{made} laws that upset abolitionists. One of these ~~was~~ ^{was} the Dred Scott case (Doc 3) ~~This case~~ ^{The case's} final decision was that negroes were not citizens of the US.

Many groups and individuals worked hard to end slavery. One of the most prominent

Decisions

groups was women. (Doc 6) These women held anti-slavery events such as tea parties and sent anti-slavery petitions to Congress. ~~Former slaves also~~ Many people wrote books and made speeches ~~about~~ against slavery (Doc 7) Among these people were former slaves Frederick Douglass, Sojourner Truth, ~~and~~ William Wells Brown, and William and Ellen Craft. Harriet Beecher Stowe, who was a white woman, wrote Uncle Tom's Cabin, which was a novel about a slave named Uncle Tom. Some abolitionists took in slaves along the Underground Railroad. (Doc 8) The "railroad" was a trail ~~from the South leading and~~ ~~going North,~~ going from the south to the north and stopping in Canada. Along the railroad were stations, which were houses that took slaves in and hid them. The stations were marked by hanging a lantern outside the door. Many slaves were saved ~~along the railroad~~ by whites along the railroad.

Slavery was a major problem in the US ~~in~~ before 1865. Eventually, thanks to many abolitionists, the government outlawed

Anchor Paper – Document–Based Essay – Level 3 – C

slavery. If it wasn't for the hardworking groups and individuals that spoke out against slavery, there may ~~be~~ have been slavery today.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth
- Is more descriptive than analytical (*Government*: several laws were passed for and against slavery; government also made decisions that upset abolitionists; *Group/Individual*: the “railroad” was a trail going from the South to the North and stopping in Canada; many slaves were saved by whites along the railroad)
- Incorporates some relevant information from documents 1, 3, 4, 6, 7, and 8
- Incorporates limited relevant outside information (*Government*: law did not free slaves already in the country; *Group/Individual*: along the railroad were stations which were houses that took slaves in and hid them; stations were marked by hanging a lantern outside the door)
- Includes some relevant facts, examples, and details (*Government*: outlawed bringing slaves into the country after January 1, 1808; Proclamation declared that all slaves that lived in states that were rebelling against the United States were free; the final decision in the *Dred Scott* case was that Negroes were not citizens of the United States; *Group/Individual*: women held antislavery events such as tea parties and sent antislavery petitions to Congress; many people such as Frederick Douglass, Sojourner Truth, William Wells Brown, and William and Ellen Craft, wrote books and made speeches against slavery; Harriet Beecher was a white woman who wrote *Uncle Tom’s Cabin*; some abolitionists took in slaves along the railroad); includes a minor inaccuracy (*Government*: the Emancipation Proclamation was passed)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that states the work of abolitionists helped the government to outlaw slavery

Conclusion: Overall, the response fits the criteria for Level 3. The premise that government passed laws that both pleased and upset abolitionists is good, but the lack of explanation weakens the effort. The response is primarily composed of document information that is reinforced with a few statements of analysis.

Before 1965, there was the big issue of Slavery. Some People known as ~~abolitionist~~ abolitionist tried to end Slavery use there methods. During the same time Government was also trying to stop it.

Some of the attempts government makes are to Pass laws stopping it. The government also tries to use Popular sovereignty to help bring more ~~states~~ ^{Free} states to the government. The government also passes laws saying that you cannot ship colored people into the country if they are going to be enslaved. The people keep breaking those laws, and finally southern states start to seceded. When states leave Lincoln has no choice but to go to war to bring them back and end slavery.

The abolitionists also had some ways to try and end slavery. Some of these women would have petitions, and would save money to try and help. Some of the run away slaves would talk about it to show people how bad it was. People also write books about it. Harriet beecher Stowe wrote a book called Uncle Tom's Cabin. Her book had a big impact on people about slavery.

~~These~~ Some People tried to end slavery in there own way. The government tried to stop slavery.

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

The government did stop slavery after war

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*Group/Individual*: Stowe’s book had a big impact on slavery; women would save money to try and help end slavery; runaway slaves would talk about slavery to show how bad it was); includes weak application (*Government*: popular sovereignty was used to bring more free states to the government)
- Incorporates limited relevant information from documents 1, 2, 6, and 7
- Presents little relevant outside information (*Government*: when states seceded, Lincoln has no choice but to go to war to bring them back and end slavery)
- Includes few relevant facts, examples, and details (*Government*: laws were passed that said you could not ship colored people into the country if they were going to be enslaved; *Group/Individual*: some women would have petitions; people wrote books about slavery; *Uncle Tom’s Cabin*); includes an inaccuracy (1965)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Good concluding statements strengthen a discussion that relies on a simplistic interpretation of the documents. However, the response lacks supporting historical facts and details.

In the years before 1865, slavery was one of the biggest issues in America. Slaves were often treated poorly by their owners. Slavery was all over the country at some time. Luckily, both the Government and individuals helped to get rid of it.

The Government had a big role in the abolition of slavery. Document 1 stated that anyone who was black was not allowed into America as a slave. This helped prevent more slaves from entering America. Document 4 was about the Emancipation Proclamation. According to the Emancipation Proclamation, any slaves within every state or designated part of a state will be forever free as of January 1, 1863.

The Government wasn't the only way slavery became outlawed. Individuals against slavery helped out any way they could. Often, it helped catch attention. As stated in Document 6b, women helped stop slavery. They took much time in gathering signatures for anti-slavery petitions. People also became writers to help stop slavery. According to Document 7, books were written by people such as Fredrick Douglass and Solomon Northrup. Examples of some books are "Narrative" and "Twelve Years a Slave". Document 8 contained perhaps the most famous and

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

successful individual effort in history. It was the Underground Railroad. The Underground Railroad was a secret organization that was set up and organized for runaway slaves. It helped protect and aid the slaves that escaped.

Through both Individual and Governmental efforts, slavery was eventually ended in America. Abolitionists and women played an equal part with the Government to help abolish slavery.

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

- Minimally develops all aspects of the task
- Is primarily descriptive (*Government*: the government helped prevent more slaves from entering America; *Group/Individual*: individuals against slavery helped out in any way they could; people became writers to help stop slavery; the Underground Railroad helped protect and aid the slaves that escaped); includes faulty and weak application (*Government*: it was stated that anyone who was black was not allowed into America as a slave)
- Incorporates limited relevant information from documents 1, 6, 7, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Group/Individual*: women took time in gathering signatures for antislavery petitions; books were written by Frederick Douglass and Solomon Northup; Underground Railroad was a secret organization that was set up and organized for runaway slaves); includes an inaccuracy (*Government*: according to the Emancipation Proclamation, any slaves within every state or designated part of a state will be forever free as of January 1, 1863)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The government efforts, copied from the documents, omit key details, resulting in faulty statements and demonstrating a lack of understanding of those documents. The inclusion of facts and details about group and individual efforts, especially the statements about the Underground Railroad strengthen the response.

A major issue that faced the United States was the institution of slavery. Some individuals and groups were against slavery, and they promoted abolition in a variety of ways. During the same time, the government attempted to deal with the issue of slavery in other ways.

The recent Convention of the Western New York Anti-Slavery Society was held in Corinthian Hall. The abolitionists tried to end the slavery with the convention. They thought that the Fugitive Slave Act was unjust, cruel and disgraceful. They regarded the Fugitive Slave law of the Congress as a conspiracy against the liberties of their country.

The United States Congress place on slavery had a restriction. From the first day of January 1808, it shall not be lawful to import or bring into the US or the territories thereof from any foreign kingdom, place or country, any person of colour, as a slave, or to be held to service or labour.

Most of the slaves were in the south. From Texas to Maryland were all slave states. Up north like Maine to Iowa were free states, Washington and Oregon were Free territories.

and Utah and New Mexico were territories under popular sovereignty.

Many women supported the abolitionist movement. They had an anti slavery party out toward upper Hall. Many women saw the distribution of petitions as their only real opportunity to contribute. Their petitions began to make it ~~it~~ into ~~the~~ Congress.

The Underground Railroad helped ~~to~~ the slaves a lot. It risked being captured and returning to their owners. Most of the slaves traveled on the greater safety of ~~and~~ Canada. It was led by Harriet Tubman.

The government attempted to deal with slavery and did very well on things but not so well on other things.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*Government*: most of the slaves were in the South; *Group/Individual*: abolitionists tried to end slavery at the Convention; abolitionists thought the Fugitive Slave Act was unjust, cruel, and disgraceful; abolitionists regarded the Fugitive Slave Law of Congress as a conspiracy against the liberties of their country; many women saw the distribution of petitions as their only real opportunity to contribute; slaves risked being captured and returned to their owners)
- Consists primarily of relevant information copied from documents 1, 2, 5, 6, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Government*: the United States Congress restricted slavery; Washington and Oregon were free territories; Utah and New Mexico were territories under popular sovereignty; *Group/Individual*: women had an antislavery party at Howard Upper Hall; women's petitions began to make it into Congress); includes an inaccuracy (*Group/Individual*: most of the slaves traveled on to the greater safety of Canada; Underground Railroad was led by Harriet Tubman)
- Demonstrates a weakness in organization; includes an introduction that is a restatement of the theme and a brief conclusion about the role of government

Conclusion: Overall, the response fits the criteria for Level 2. The random selection of information from the documents and the superficial treatment of information lead to a lack of continuity in the discussion.

In the early 1800's there was many attempts to end slavery. The ~~gover~~ government and average people tried to end slavery.

~~The government passed a law in 1808~~
Document one ~~stated~~ stated that the government passed a law in 1808 saying that africans could no longer be imported into the United States. In document three the Emancipation Proclamation states that on the ~~8~~ First day of January in 1863 all slaves will be free.

In document five ~~many~~ many every day americans were saying that having slaves was wrong. Document seven states that people wrote novels about the evils of slavery. They also had anti-slavery ~~lectures~~ lectures.

Document eight talks about the under ground railroad. Under buildings such as churches, houses, ect. people would let slaves stay in the basements during the day, then slaves would go to the next building during night, so people would not see them.

Finally after many years slaves

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

were freed. The hard work of everyone finally paid off. Slave owners had to get rid of all^{of} their slaves, and slaves were free to make their ~~own~~ own decisions.

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

- Minimally develops all aspects of the task by listing government and group efforts to deal with the issue of slavery
- Is descriptive (*Government*: a law said that Africans could no longer be imported into the United States; *Group/Individual*: many everyday Americans were saying that having slaves was wrong)
- Includes limited relevant information from documents 1, 5, 7, and 8
- Presents little relevant outside information (*Group/Individual*: people would let slaves stay in basements under buildings such as churches and houses; slaves would go to the next building during the night so people would not see them)
- Includes few relevant facts, examples, and details (*Group/Individual*: people wrote novels about the evils of slavery; people had antislavery lectures); includes an inaccuracy (*Government*: the Emancipation Proclamation states that on the first day of January in 1863 all slaves will be free)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that states the hard work to free slaves paid off

Conclusion: Overall, the response fits the criteria for Level 1. Although the statements about the Underground Railroad demonstrate an understanding of its operation, it is offset by the inaccurate statement about the Emancipation Proclamation. The response is more a summary of documents than a discussion.

Some people were completely against ending slavery. However the government ~~did~~ ^{tried} every thing to get rid of it. Other non racist people wanted to put an end to slavery.

First people made it unlawful by January 1st 1808. The stop of slaver started in the ~~west~~ northwes. ~~By 1808~~

There was people like Harriet Tubman who tried to help the slaves escape. Her and other abolitionist formed the under ground rail road, a path for slaves to use to escape.

People wrote books. People of the government and citizens gave speeches and had petitions signed.

People were even killed for sharing their beliefs about outlawing slavery, like Martin Luther King JR.

The government took many actions to stop slavery and they finally added all up and ended slavery.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task by mentioning a government effort and individual and group efforts to deal with the issue of slavery
- Is descriptive (*Group/Individual*: Underground Railroad was a path for slaves to use to escape; citizens gave speeches and had petitions signed)
- Includes limited relevant and irrelevant information from documents 1, 6, 7, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Group/Individual*: Harriet Tubman tried to help slaves escape; people wrote books); includes inaccuracies (*Government*: slavery was made unlawful by January 1, 1808; the stop of slavery started in the Northwest; *Group/Individual*: people were even killed for sharing their beliefs about outlawing slavery, such as Martin Luther King Jr.)
- Demonstrates a general plan of organization; includes an introduction that mentions different viewpoints of the slavery issue and a brief conclusion that states the government ended slavery

Conclusion: Overall, the response fits the criteria for Level 1. Inaccuracies diminish the treatment of government efforts. Brief summary statements of document information attempt to address group and individual efforts to deal with slavery.

Slavery was a major issue in the U.S. before the Civil War ended. Various groups and government programs tried to abolish slavery along with some individuals.

Individuals, groups, and the government all made efforts to deal with slavery.

The government made multiple efforts to deal with the issue of slavery. One example is that on January 1, 1808 it was officially illegal to bring people into the country to be used as slaves (Doc. 1). The government made an effort to end ~~the~~ slave trafficking by ~~making~~ making it illegal to bring slaves into the U.S. The government also used popular sovereignty to decide whether a state was a free state or a slave state (Doc. 2)

Also, The Emancipation Proclamation, issued in 1863, freed slaves. (Doc. 4)

It was issued by Abraham Lincoln, who was against slavery.

(OI) The government also did negative things to deal with slavery. The Dred Scott decision was made by the Supreme Court. A slave was brought by his owner to the North, since the slave was in the North he should've been free. (OI)

The Supreme Court ruled that slaves were not people, and that they were property. (OI) The Dred Scott decision also voided the Missouri Compromise (Doc. 3). The government made negative and positive efforts to deal with slavery.

Individuals and groups also made efforts to deal with slavery. One way was people voting against slavery being legal in their state, also known as popular sovereignty. (Doc. 2)

Other ways people dealt with slavery was by resisting the Fugitive Slave Act (Doc. 5) Groups like the Underground Railroad helped bring slaves to freedom in the North. (OI)

People from the Quaker religion don't believe in slavery so that group also helped lead slaves North (OI). Women abolitionists also helped the cause by hosting anti-slavery

teaparties (Doc. 6a) and making petitions (6b). One white abolitionist, Harriet Beecher Stowe wrote the book Uncle Tom's Cabin, which revealed some of the cruelties of slavery (OI)

Some freed slaves toured the country and lectured people about how awful it was to be a slave (Doc. 7) A prime example of someone who did this was Frederick Douglass (OI).

Slavery was finally abolished in 1865 when the Civil War was over and the South rejoined the Union (OI). Some people were extraordinarily happy. Other people, such as plantation owners, were not so enthused.

Many individuals and groups made many steps forward in the effort to end slavery. Some negative groups were formed too, like the Ku Klux Klan who were for slavery and hated African Americans. Multiple groups and individuals dealt with slavery in different ways.

The government, groups and individuals all found ways to deal with the strong issue of slavery. Some ways negative, and some ways positive. Slavery was a major issue that faced the US. and was finally abolished.

Document-Based Essay—Practice Paper – B

Ever since Africans came to the colonies on the Middle Passage (01) to become slaves, freedom became an issue in the United States. Some groups and individuals became involved in the abolition movement and promoted anti-slavery in a variety of ways. At the same time, the government dealt with the issue in other ways.

Government efforts to deal with slavery were very different from individual/group efforts after Congress passed a law saying no person of color could be imported as a slave (doc 1), the government passed laws and acts not to end slavery, but to allow it only in certain areas. The idea of popular sovereignty was ~~was~~ used in new territories (doc 2) Citizens would vote to decide if an area would be slavery or anti-slavery, an example of this is the Kansas Nebraska Act (01). This led to Bleeding Kansas when people from the North and South fought each other over Kansas becoming a slave or free state. This fighting would be repeated on a larger scale in the Civil War. Another example of allowing slavery in specific areas is the Missouri compromise. This compromise drew a "line" at $36^{\circ}30'$ through the Louisiana Purchase. Slavery would not be allowed north of this line (with the exception of Missouri) and would be allowed south of the line. (01) Years later, the Missouri Compromise was voided in the Dred Scott case. The U.S. Supreme Court ruled slaves as property. This meant that slavery was legal because Congress can't outlaw the right to own property. (01).

Document-Based Essay—Practice Paper – B

This decision was one event that led to the Civil War (doc 3). A final example of government effort was during the Civil War. President Abraham Lincoln gave the Emancipation Proclamation, which freed slaves in the Confederate states. This meant that slaves in the areas controlled by Union forces were not free. Lincoln did this to weaken the Confederate war effort and to help the Union win the war (01 and doc 4). Although government efforts were important, groups and individuals played an important role in abolition as well.

Individuals were more focused on ending slavery than keeping it only in specific locations. Former slave ^{Frederick} ~~Frederick~~ Douglass (01) was the publisher of the abolitionist newspaper The North Star (doc 5). Douglass spoke about many slavery issues in his paper including the Fugitive Slave Law passed by congress. He was against the law that required all people to return run away slaves (01) even if they reached free states. Douglass also wrote a narrative of his life as a slave, The Narrative of the Life of Frederick Douglass, which sold thousands of copies in a matter of years (doc 7). Another narrative author included William Wells Brown, who wrote Narrative (Doc 7). In addition to publishing narratives, these abolitionists became lecturers. Ex-slave Sojourner Truth spoke throughout the North about her life as a slave. (doc 7) However, perhaps the most well

Document-Based Essay—Practice Paper – B

known "anti-slavery message" was written by Harriet Beecher Stowe in her novel Uncle Tom's Cabin (doc 7).

This story showed northerners that slavery was not just a political issue, but also a moral issue by telling of a slave beat to death by his overseer Simon Legree (01).

Another example of individual efforts is the Underground Railroad (doc 8). Harriet Tubman, also a run away slave helped groups of slaves escape to the North over 300 times (doc 8, 01). With the help of individual citizens, Harriet Tubman and other conductors could hide slaves in volunteer houses over-night in order to get past pro-slavery areas such as border states and places like Brooklyn (doc 8). An example of group efforts comes from women across the nation. Women signed and presented anti-slavery petitions to congress. They formed groups such as the Ladies Anti-Slavery Society and raised money for the anti-slavery cause (doc 6a, 6b). Both group and individual efforts were very important regarding the issue of slavery.

Freedom is a common theme in U.S. history, and the issue of slavery is an example of that. Through government efforts like the Missouri Compromise and the Kansas-Nebraska Act, and individual efforts, such as ~~the~~ underground railroad conductors, and novelists, slavery eventually ended after the fall of the south in the ~~civil~~ Civil War.

There were many issues about slavery. Many of them were big ordeals in American history.

One achievement to getting rid of slavery was the underground railroad. Harriet Tubman and Frederick Douglass were two main ~~and~~ conductors of the underground railroad.

Another act to get rid of slavery was the ~~of~~ Fugitive Slave Laws. At first it was not successful, then it passed and was passed.

Many slaves tried to escape to the North into Canada. Many slaves would ~~not~~ try to escape at night.

The slaves usually used codes and signals to get around, like "friend of a friend" and a candle burning in the window.

○ These are some facts
about black history and
~~at~~ what they had to do to
get their freedom.

Before 1865, slavery was a major issue that faced the United States. Many individuals and groups were against slavery, and they used a variety of ways to promote anti-slavery ideas. At the same time, the government began to get involved and started to use other methods to deal with the issue of slavery. Both the government and individuals or groups ~~efforts~~ used many different methods in order to deal with the issue of slavery.

Many individuals and groups became involved with the anti-slavery movement. Many former-slaves* ~~began to~~ ^{started to} lead the way by publishing narratives of their ~~lives~~ lives as slaves. Many went on to become lecturers ~~and that~~ toured around the ~~country~~ North and Europe telling their stories. Two of these individuals were Frederick Douglass and William Wells Brown. (Doc. 7) Women also played an active role in the slavery movement. They hosted social gatherings themed around anti-slavery.

and they delivered petitions to many. These petitions slowly made their way to Congress, ~~led~~ letting the government hear their opinions. (Doc. 6a, 6b) Another group of people that played a huge role in slavery were the people who helped to form the Underground railroad. Slaves who escaped with their help were often able to get all the way North. Harriet Tubman was one individual who was especially active in this group. The work of these people helped many slaves safely leave their lives of slavery. (Doc. 8, O.T.) These groups and individuals ^{and multitudes of others played} ~~were~~ a huge part in the anti-slavery movement and their efforts helped to eventually abolish slavery.

The government also got pulled into the issue of slavery. One of the government's first moves was to outlaw the importing of any more slaves from foreign countries. This was made unlawful as of 1808 (Doc. 1) The biggest issue that the government had to deal with, however, was whether

new states would be slave states or free states. They used a variety of methods to decide ~~included~~ including compromises like the Missouri Compromise and policies like popular sovereignty. As of 1854, 4 states were under popular sovereignty. (Doc. 2, O.I)
Another
~~A last~~ attempt to deal with slavery was the passing of the Emancipation Proclamation by Abraham Lincoln. This law freed all slaves in the confederacy. (Doc. 4, O.I)
These acts by the government played a huge part in the slavery movement.

Slavery was a main issue facing the United States before 1865. Individuals, groups, and the government played large roles in dealing with the issue. Individuals and groups wrote narratives, lectured, petitioned, and helped slaves escape all as part of the anti-slavery movement. The government outlawed the importing of slaves, ~~decide~~ decided how to ~~split~~ split up slave states and free states, and passed the ~~Em~~ Emancipation Proclamation

Document-Based Essay—Practice Paper – D

all to deal with slavery. The actions of these individuals, ^{and} groups, and ^{of} the government were crucial in deciding the fate of the practice of slavery. The abolishing of the practice was directly due to their efforts and without them, ~~the~~ slavery could have possibly still existed.

Document-Based Essay—Practice Paper – E

The United States faced the major issue of slavery prior to 1865. Although slavery was mainly in the South, many people from the North spoke out against slavery. People that were strongly opposed to slavery and wanted to get rid of it were called abolitionists. The abolitionists promoted abolition in a variety of methods, such as petitions and newspapers. The government, on the other hand, tried to deal with slavery differently. The government used different methods and ideas to deal with slavery, like the Fugitive Slave Law. The government and abolitionists both dealt with slavery differently and sometimes ineffectively.

Not everyone in the United States supported slavery in the early to mid-1800's. Some people were strongly against slavery and promoted abolition. These ^{abolitionists} ~~abolitionists~~ used different methods to try to get rid of slavery. Some women that opposed slavery held anti-slavery tea parties and gathered signatures for anti-slavery petitions. Since women were denied the opportunity to have a say in the government because they did not have suffrage at the time, many women saw these petitions and tea parties as a way to contribute to the effort (doc 1a and 1b). Other abolitionists created newspapers that were all about anti-slavery. Newspapers, such as The North Star edited by Frederick Douglass, and William Lloyd Garrison's the Liberator, were read by many people. The newspapers proved to be a great way to gain support against slavery. These abolitionist newspapers talked about the horrors of slavery, how

Slaves were people and deserved equal rights as stated in the Declaration of Independence and discussed other aspects of anti-slavery. In the April 3, 1851 edition of the North Star, the abolitionists wrote about the Fugitive Slave Law that they opposed. The Fugitive Slave Law, they said, was "a conspiracy against the liberties of our country...". This law allowed people to come to the North to bring back runaway slaves to be re-enslaved and required Northerners to return escaped slaves. These newspapers spoke out strongly for anti-slavery to rally support (Doc. 5). To further gain anti-slavery supporters, former slaves wrote narratives about their lives as slaves. Some of these narratives, like Frederick Douglass', sold tens of thousands of copies. In addition to writing their narratives, former slaves went on anti-slavery tours and gave lectures. They told stories about their lives in slavery and many had immense effects on their audiences. Frederick Douglass described what it was like as a child slave. For the people that had never seen an African American before, these lectures were eye-openers and caused many people to join the abolitionist cause (Doc. 7). Many people in the United States had a variety of ways that were used to deal with slavery.

During the same time that abolitionists were opposing slavery, the United States government was trying to deal with slavery. On September 18, 1850, Congress passed the Fugitive Slave Law, allowing slave owners to come to the North to capture their runaway

slaves. Some critics said the government did not want to hear the complaints of the slave owners who had some of their slaves run away. Before the Fugitive Slave Law was passed, slaves were supposedly free when they entered the North. To please the South and keep peace, Congress passed the law to allow the slave owners to capture their slaves (Doc. 5). In 1857, the United States Supreme Court made their decision for the Dred Scott case. This decision denied negro citizenship in the United States and "Voided the Missouri Compromise Act." This decision made by the Supreme Court favored the South and became one of the events that led to the Civil War (Doc. 3). During the Civil War, the Emancipation Proclamation was put into effect. The Emancipation Proclamation issued by Lincoln stated that on January 1, 1863, "slaves within any State or designated part of a State the people whereof [were] shall then be in rebellion against the United States shall be then, thence forward, and forever free;" (Doc. 4). However, the Confederacy ignored it and the Civil War continued. (Doc. 4) Although these government's efforts to deal with slavery were not totally successful, other things the government did led to the eventual abolition of slavery.

The government and the people that opposed slavery used a variety of ways to deal with slavery. Even though they both used different methods, both ^{the} government's and the abolitionists' continually spoke out against slavery, while the government passed laws and decisions

Document-Based Essay—Practice Paper – E

that led to the Civil War. After the Civil War, the government approved the 13th Amendment, abolishing slavery. In the end, the efforts of the abolitionists and the United States government were both factors in changing this country forever (and for the better). Since the government and the abolitionists dealt with slavery, however different their methods were, slavery was abolished from the United States.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with little depth
- Is more descriptive than analytical (*Government*: government made an effort to end slave trafficking; *Group/Individual*: some freed slaves toured the country and lectured people about how awful it was to be a slave)
- Incorporates some relevant information from all documents
- Incorporates some relevant outside information (*Government*: whether to be slave or free was decided by popular sovereignty; Emancipation Proclamation was issued by Abraham Lincoln; the Supreme Court ruled that slaves were not people, they were property; slavery was finally abolished in 1865 when the Civil War was over; *Group/Individual*: people from the Quaker religion do not believe in slavery so that group helped lead slaves North; *Uncle Tom's Cabin* revealed some of the cruelties of slavery)
- Includes some relevant facts, examples, and details (*Government*: on January 1, 1808, it was officially illegal to bring people into the country to be used as slaves; popular sovereignty was used; *Dred Scott* decision was made by the Supreme Court; *Dred Scott* decision voided the Missouri Compromise; *Group/Individual*: people resisted the Fugitive Slave Act; Underground Railroad helped bring slaves to freedom in the North; women abolitionists also helped by hosting antislavery tea parties and making petitions; white abolitionist Harriet Beecher Stowe wrote the book *Uncle Tom's Cabin*)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Lack of explanation regarding popular sovereignty, Lincoln's position on slavery, the Emancipation Proclamation, and the South rejoining the Union detracts from the recognition that both positive and negative efforts were made to abolish slavery. The use of relevant outside information to support document information provides a good structure for the discussion.

Practice Paper B—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing government, individual, and group efforts to deal with the issue of slavery
- Is both analytical and descriptive (*Government*: laws and acts were passed, not to end slavery but to allow it only in certain areas; ideas of popular sovereignty were used in new territories; *Group/Individual*: individuals were more focused on ending slavery than keeping it only in specific locations)
- Incorporates relevant information from all documents
- Incorporates substantial relevant outside information (*Government*: citizens would vote to decide if an area would be slavery or antislavery; Kansas-Nebraska Act led to Bleeding Kansas when people from the North and South fought against each other over Kansas becoming a slave or free state; Missouri Compromise drew a line at 36° 30' through the Louisiana Purchase; slavery would not be allowed north of the 36° 30' line with the exception of Missouri and would be allowed south of the line; the Supreme Court ruled slaves as property which meant slavery was legal because Congress cannot outlaw the right to own property; President Lincoln gave the Emancipation Proclamation to weaken the Confederate war effort and help the Union win the war; *Group/Individual*: former slave Frederick Douglass, publisher of the abolitionist newspaper, the *North Star*, was against the Fugitive Slave Law that required all people to return runaway slaves even if they had reached free states; *Uncle Tom's Cabin* showed Northerners that slavery was not just a political issue but also a moral issue; Harriet Tubman helped groups of slaves escape to the North; Harriet Tubman and other conductors hid slaves in volunteer houses overnight in order to get past proslavery areas such as border states)
- Richly supports the theme with many relevant facts, examples, and details (*Government*: Congress passed a law saying no person of color could be imported as a slave; the Missouri Compromise was voided in the *Dred Scott* case; *Dred Scott* decision was one event that led to the Civil War; the Emancipation Proclamation freed slaves in the Confederate States, but not in areas controlled by the Union army; *Group/Individual*: Douglass wrote the narrative of his life as a slave; abolitionists became lecturers; ex-slave Sojourner Truth spoke throughout the North about her life as a slave; Simon Legree; women presented antislavery petitions to Congress; women formed groups such as the Ladies' Antislavery Society and raised money for the abolitionist cause)
- Demonstrates a logical and clear plan of organization; includes an introduction that uses the Middle Passage to introduce the issue of slavery and a conclusion that cites specific examples to support the statement that slavery eventually ended after the fall of the South in the Civil War

Conclusion: Overall, the response fits the criteria for Level 5. The discussion builds on the unifying theme of the quest for freedom in discussing the institution of slavery in the United States. Outside information is successfully melded with document interpretation to provide a chronological survey of significant benchmarks in the abolition of slavery.

Practice Paper C—Score Level 1

The response:

- Minimally develops some aspects of the task by mentioning a government, an individual, and a group effort to deal with the issue of slavery
- Is descriptive (*Government*: at first, the Fugitive Slave Law was not successful, then it proceeded and was passed); includes faulty application (many slaves tried to escape to the North into Canada)
- Includes limited relevant and irrelevant information from documents 5, 7, and 8
- Presents little relevant outside information (*Group/Individual*: Harriet Tubman was a main conductor on the Underground Railroad; many slaves tried to escape at night; slaves usually used codes and signals to get around, such as “friend of a friend” and a candle burning in the window)
- Includes few relevant facts, examples, and details (*Group/Individual*: one achievement to getting rid of slavery was the Underground Railroad); includes an inaccuracy (*Group/Individual*: Frederick Douglass was a main conductor on the Underground Railroad)
- Demonstrates a general plan of organization; does not always clearly identify which aspect of the task is being addressed; includes an introduction and a conclusion that are brief general statements about the issue of slavery

Conclusion: Overall, the response fits the criteria for Level 1. An uneven treatment of the task combined with minimal development hampers the effort. Limited discussion of government efforts detracts from the value of the description of the operation of the Underground Railroad.

Practice Paper D—Score Level 3

The response:

- Develops all aspects of the task with little depth
- Is more descriptive than analytical (*Group/Individual*: petitions let the government hear opinions; slaves who escaped with the help of the Underground Railroad were often able to get all the way North; the work of the Underground Railroad helped many slaves leave their lives of slavery; *Government*: the biggest issue the government had to deal with was whether new states would be slave or free); includes faulty application (*Government*: as of 1854, four states were under popular sovereignty)
- Incorporates some relevant information from documents 1, 2, 6, 7, and 8
- Incorporates limited relevant outside information (*Group/Individual*: Harriet Tubman was active in the Underground Railroad)
- Includes some relevant facts, examples, and details (*Group/Individual*: former slaves led the way by publishing narratives of their lives as slaves; many such as Frederick Douglass and William Wells Brown went on to become lecturers who toured the North and Europe; women also played an active role in the antislavery movement; women hosted social gatherings themed around antislavery; women delivered petitions to Congress; people helped form the Underground Railroad; *Government*: as of 1808, the government outlawed the importing of any more slaves from foreign countries; they used the Missouri Compromise and popular sovereignty; the Emancipation Proclamation freed all slaves in the Confederacy); includes an inaccuracy (*Group/Individual*: passing of the Emancipation Proclamation by Abraham Lincoln)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that summarizes the actions taken to deal with slavery

Conclusion: Overall, the response fits the criteria for Level 3. Reliance on interpretation of document information is bolstered by the use of several analytical statements. Although the discussion demonstrates an understanding of the task, repetition of information in the conclusion weakens the effort.

Practice Paper E—Score Level 4

The response:

- Develops all aspects of the task by discussing government, individual, and group efforts to deal with the issue of slavery
- Is both descriptive and analytical (*Group/Individual*: abolitionists were people who were strongly opposed to slavery; women saw petitions and tea parties as a way to contribute to the effort; newspapers proved to be a great way to gain support against slavery; for the people who had never seen an African American before, lectures were eye-openers and caused many people to join the abolitionist cause; *Government*: the Fugitive Slave Law allowed people to come to the North to bring back runaway slaves; some said the government did not want to hear the complaints of the slave owners; before the Fugitive Slave Law was passed, slaves were supposedly free when they entered the North; to please the South and keep peace, Congress passed the law to allow slave owners to capture their slaves; the *Dred Scott* decision favored the South)
- Incorporates relevant information from documents 3, 4, 5, 6, and 7
- Incorporates relevant outside information (*Group/Individual*: women were denied a say in government because they did not have suffrage; abolitionist newspapers, such as William Lloyd Garrison's *The Liberator*, were read by many people; newspapers told how slaves were people and deserved equal rights as stated in the Declaration of Independence; *Government*: Emancipation Proclamation was issued by Lincoln; Confederacy ignored the Emancipation Proclamation and the Civil War continued; the government approved the 13th amendment)
- Supports the theme with relevant facts, examples, and details (*Group/Individual*: abolitionist newspapers talked about the horrors of slavery; abolitionists opposed the Fugitive Slave Law; some narratives such as Frederick Douglass' sold tens of thousands of copies; former slaves went on antislavery tours and gave lectures; *Government*: the Fugitive Slave Law required Northerners to return escaped slaves; in 1857, the Supreme Court made their decision in the *Dred Scott* case, which denied Negroes citizenship in the United States and voided the Missouri Compromise)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that mention specific government, individual, and group efforts to deal with the issue of slavery

Conclusion: Overall, the response fits the criteria for Level 4. The heavy reliance on documents is enhanced by meaningful statements which expand that information. The discussion recognizes that to maintain peace and Southern support, government efforts to abolish slavery were often weak and ineffective.

Grade 8 Intermediate-Level Social Studies

Descriptions of Performance Levels

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

Specifications Chart

DOCUMENT-BASED QUESTION	STANDARDS/UNITS
Efforts dealing with the abolition of slavery	Standards 1, 3, 4, and 5: United States and New York History; Geography; Economics; Civics, Citizenship, and Government Unit 6: Division and Reunion

The *Chart for Determining the Final Test Score for the June 2010, 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 Tuesday, June 15, 2010. 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/teacher/evaluation.html>.
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.