

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Thursday, January 26, 2012 — 9:15 a.m. to 12:15 p.m., only

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

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

Scoring the Part I Multiple-Choice Questions

Follow the procedures set up by the Regional Information Center, the Large City Scanning Center, and/or the school district for scoring the multiple-choice questions.

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

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

Contents of the Rating Guide

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

- Scoring Key

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

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

General:

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

Mechanics of Rating

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

Rating the Essay Question

(1) Follow your school's procedures for training raters. This process should include:

Introduction to the task—

- Raters read the task
- Raters identify the answers to the task
- Raters discuss possible answers and summarize expectations for student responses

Introduction to the rubric and anchor papers—

- Trainer leads review of specific rubric with reference to the task
- Trainer reviews procedures for assigning holistic scores, i.e., by matching evidence from the response to the rubric
- Trainer leads review of each anchor paper and commentary

Practice scoring individually—

- Raters score a set of five papers independently without looking at the scores and commentaries provided
- Trainer records scores and leads discussion until the raters feel confident enough to move on to actual rating

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

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

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

United States History and Government
Content-Specific Rubric
Thematic Essay
January 2012

Theme: Supreme Court decisions

Decisions of the United States Supreme Court have had a significant impact on the nation.

Task: Identify *two* important United States Supreme Court cases and for *each*

- Describe the historical circumstances surrounding the case
- Explain the Supreme Court's decision
- Discuss the impact of the Court's decision on the United States

You may use any appropriate Supreme Court case. Some suggestions you might wish to consider include *Marbury v. Madison* (1803), *Gibbons v. Ogden* (1824), *Worcester v. Georgia* (1832), *Plessy v. Ferguson* (1896), *Schenck v. United States* (1919), *Korematsu v. United States* (1944), *Brown v. Board of Education of Topeka* (1954), *Miranda v. Arizona* (1966), *Roe v. Wade* (1973), and *New Jersey v. T.L.O.* (1985).

Scoring Notes:

1. This thematic essay has a minimum of *six* components (the historical circumstances surrounding *each* of *two* Supreme Court cases, the Supreme Court's decision in *each* case, and the impact of *each* decision on the United States).
2. The historical circumstances surrounding each case may describe either the narrower facts of the particular case *or* the wider issues of the time period leading up to the case *or* a combination of both.
3. The impact of the Supreme Court's decision may be either immediate or long term.
4. The response may discuss the impact of the Supreme Court's decision from any perspective as long as the position taken is supported by accurate facts and examples.
5. If related cases such as *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka* are chosen, *Plessy* may be used as part of the historical circumstances surrounding *Brown* as long as all aspects of the task for each are thoroughly developed.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by describing the historical circumstances surrounding **each** of **two** Supreme Court cases, explaining the Supreme Court's decision in each case, and discussing the impact of the Court's decision on the United States
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Plessy v. Ferguson*: connects the abolition of slavery at the end of the Civil War and the southern enactment of Jim Crow laws designed to maintain white supremacy to the Supreme Court ruling that segregated railway cars are constitutional according to the doctrine of "separate but equal," resulting in African Americans continuing to be treated as lower-class citizens relegated to inferior facilities; *Brown v. Board of Education of Topeka*: connects the application of the "separate but equal" doctrine in southern schools and the lack of educational opportunities for African American children to the overturning of *Plessy* in the field of public education in the *Brown* decision that ordered desegregation of schools "with all deliberate speed," becoming the first major step in the civil rights movement and resulting in President Eisenhower sending troops to Little Rock, Arkansas, to enforce the decision
- Richly supports the theme with relevant facts, examples, and details; *Plessy v. Ferguson*: 14th amendment; Reconstruction; Homer Plessy; mixed race; Louisiana; Justice Harlan in dissent; "Colored Only" public facilities; legalized segregation in all public and private business through first half of 20th century; *Brown v. Board of Education of Topeka*: Reconstruction; equal protection clause of the 14th amendment; Linda Brown; Thurgood Marshall; NAACP; Chief Justice Earl Warren; unanimous decision; psychological effects of segregation; "separate but equal" is inherently unequal; Governor Faubus; Little Rock 9; 1964 Civil Rights Act; *Heart of Atlanta Motel v. United States*; desegregation of all public facilities; James Meredith; de facto segregation; busing
- Demonstrates a logical and clear plan of organization, includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing one aspect of the task less thoroughly than the other aspects of the task for both Supreme Court cases *or* discussing **all** aspects of the task for one Supreme Court case more thoroughly than for the second Supreme Court case
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Plessy v. Ferguson*: describes how Southern states enacted Jim Crow laws to separate the races in public facilities, explains the Supreme Court ruling that Jim Crow laws were constitutional using the idea of "separate but equal," and discusses how the decision prevented African Americans from gaining equality and kept them as second-class citizens for over half a century; *Brown v. Board of Education of Topeka*: describes how Jim Crow laws forced African American children to attend separate and inferior schools, explains how the Supreme Court overturned *Plessy* and ordered the desegregation of public schools, and discusses how the decision led President Eisenhower to send troops to protect African American students entering Little Rock High School
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

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

Decisions of the Supreme Court can have a huge impact on the country. Throughout United States history, court decisions have rocked the nation and have totally changed how the government runs things. The judiciary branch has the job to interpret the Constitution, and often these interpretations change over time. Two examples of significant cases are *Marbury v. Madison* (1803) and *Brown v. Board of Education of Topeka* (1954).

In 1800, the United States was still an infant country. Many now essential things had not been created at this point in time, and there was no precedent for the peaceful transfer of power. Sitting president John Adams was desperately trying to keep his party, the Federalists, from losing too much power when the Republicans took over. In a last-ditch effort to hold ground, Adams created new positions for judges and speedily appointed several new Federalist "Midnight judges". President-elect Thomas Jefferson, after discovering this plan, ordered James Madison not to deliver any more official documents to new judges that approved their judgeships. One of these judges, Marbury, sued Madison for failing in his duty to deliver the documents, and claimed he was a judge when the document was approved, therefore, he should have his job. This put Chief Justice

John Marshall is in an extremely precarious situation. As a Federalist, and a midnight judge himself, he believed Marbury should win, but he worried that Jefferson would totally ignore the Supreme Court if Marbury prevailed. Marshall recognized that the power of the judiciary had not yet been established and could easily be destroyed. The Court decided that it did not have the power to order Madison to deliver the appointment because part of the Judiciary Act of 1791 was unconstitutional. This brilliant move seemingly diminished the power of the Supreme Court, but it actually had a huge impact on the system of checks and balances. The idea of judicial review, in which the Supreme Court can determine the constitutionality of laws, is what puts the judicial branch on even footing with the executive and legislative branches. The decision of Marshall's court made part of the unwritten constitution this vital piece of judicial powers, allowing the Supreme Court in the future the right to limit the power of the other branches and the right to interpret the Constitution and all future laws.

Another very important Supreme Court case was *Brown v. Board of Education* in 1954. During the 1950's,

many Civil Rights groups were beginning to form due to the unfair treatment of African Americans. In 1896, the Supreme Court had ruled in Plessy v. Ferguson that segregation was legal on the basis that it was okay for there to be separation as long as it was equal. Jim Crow laws already had been applied to schools, and Southern schools were typically organized as "white only" and "colored only." One young African American girl and her family decided to sue their local school because they believed, justly, that ~~sege~~ segregated schools were unequal. Thus unequal segregation violated the previous Plessy ruling. White schools were considerably better, and the NAACP and Brown family believed that the very idea of separation made kids feel unequal. This case made its way to the Supreme Court, where the Warren Court decided that separation was inherently unequal, and thus, the notion of "separate but equal" could no longer be applied. The court declared that all public schools must be integrated with all deliberate speed. This was one of the first Supreme Court rulings that finally began to reverse a long history of ruling in favor of white over black, so it of course caused an uproar from conservative, racist whites. Especially ~~in~~ in the South,

Where Jim Crow laws ruled, people were horrified at the idea of desegregation. Some schools integrated immediately, but many others took much longer, and many white parents sent their children to private schools that did not need to comply with the court's decision. Even President Eisenhower was quoted saying that appointing certain judges had been a mistake, and he regretted this shocking ruling. However, as Commander in Chief, Eisenhower sent troops to Little Rock, Arkansas to enforce the decision by protecting nine African Americans who were attempting to enter an all white high school. It was a victory for African Americans who ^{now} were allowed to attend schools with better teachers and facilities. Though racism was common in schools, African Americans had new access to better education. This Supreme Court decision allowed more equality for blacks and set off a wave of even more Civil Rights efforts.

Thus, Supreme Court cases can have a significant effect on the nation. Since the Supreme Court determines the constitutionality of laws, cases can overturn previous governmental policies and change the way the country is run. In *Marbury v. Madison*, this idea of judicial review was established, and in *Brown v. Board* it was applied. Many cases have rocked the nation, and have

allowed for government policies to reflect the intent of the Constitution.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by describing the historical circumstances surrounding *Marbury v. Madison* and *Brown v. Board of Education of Topeka*, explaining the Supreme Court’s decision in each case, and discussing the impact of each decision on the United States
- Is more analytical than descriptive (*Marbury v. Madison*: sitting President John Adams was desperately trying to keep his party, the Federalists, from losing too much power when the Republicans took over; Marshall recognized that the power of the judiciary had not yet been established and could easily be destroyed; the idea of judicial review, in which the Supreme Court can determine the constitutionality of laws, is what puts the judicial branch on an even footing with the executive and legislative branches; *Brown v. Board of Education of Topeka*: Jim Crow laws had been applied to schools, and southern schools were typically organized as “white only” and “colored only”; this case made its way to the Supreme Court, where the Warren Court decided that separation was inherently unequal, and thus, the notion of “separate but equal” could not be applied; this Supreme Court decision allowed more equality for blacks and set off a wave of even more civil rights efforts)
- Richly supports the theme with relevant facts, examples, and details (*Marbury v. Madison*: infant country; peaceful transfer of power; “midnight judges”; President-elect Thomas Jefferson; James Madison; Marbury sued Madison; Chief Justice John Marshall; checks and balances; unwritten constitution; *Brown v. Board of Education of Topeka*: *Plessy v. Ferguson*; segregation was legal; young African American girl; NAACP; conservative, racist whites; private schools; President Eisenhower sent troops to Little Rock, Arkansas, to enforce the decision; nine African Americans); includes a minor inaccuracy (*Marbury v. Madison*: Judiciary Act of 1791)
- Demonstrates a logical and clear plan of organization; includes an introduction that recognizes the role of the judicial branch in interpreting the Constitution and a conclusion that notes that the *Marbury* decision established judicial review and the *Brown* decision applied it

Conclusion: Overall, the response fits the criteria for Level 5. The response includes a thorough discussion of the cases with ample supporting detail and demonstrates a clear understanding of the impact the Court’s decisions have had on the United States.

From the formation of an independent United States, the Supreme Court has played major roles in all sectors and areas of the society. Militarily, during times of crisis, the Court has occasionally ruled to abridge the rights of citizens. Socially, it has changed the legality of segregation. Politically, the Supreme Court claimed its power to review the constitutionality of legislations passed by Congress. As a result of all its landmark decisions, the Court has over time established the legal framework of America.

At the near end of John Adams's presidential term, the Federalists were slowly losing its control in the US government. The Democratic Republicans was the party rising to power as it placed its candidate Thomas Jefferson in the presidency. The so called "revolution of 1800" marked a peaceful transition from one political party to the other and it demonstrated to the world that the United States could not be broken by political & ideological differences. However, the political power transition was not without its dilemmas. Before Adams resigned from the presidency, he wanted to assure that the Supreme Court would be controlled by the Federalists. Consequently, Adams appointed "midnight judges" whom were loyal to the Federalist party to the highest judiciary Courts. However, James Madison, a Democratic Republican, refused to send the appointed judges their commissions. As a result, the Supreme Court led by Chief Justice John Marshall, a Federalist, ruled in the case of Marbury vs. Madison. In its resolution, the Court held that it did not have the right to issue a writ of mandamus stipulated for the Court in the Judiciary Act of 1789 since the Constitution did not delegate such powers to the Supreme Court. This ruling established the principle of judicial review of congressional legislation such as the Judiciary Act

of 1789 to view whether it was constitutional or not. Additionally, this decision resulted in the beginning of a check by the judiciary branch on the legislative branch of the central government, preventing Congress from enacting harmful legislations. The ruling gave the judicial branch the standing that it lacked in the original Constitution.

During times of war, the Supreme Court has made its mark as a protector of the safety and security of the nation. From the beginning of WWI, angry citizens and immigrants had expressed their frustration and opposition to the war. One particular person unintentionally turned these problems into a Supreme Court case. Schenk, a member of the Socialist party, delivered handouts to people encouraging them ^{not to be drafted into the war.} As a result, this action taken by him was made into a landmark case about the first amendment called Schenk vs. USA. In its resolution, the Court ruled that during times of war and crisis, the US government had the right to limit the rights of civilians whose actions obstructed the war effort in any way. This ruling established the "clear and present danger" precedent for future similar ~~things~~ court decisions during times of war. It also clearly impacted the US society by limiting the rights of civilians to free speech when national security is in danger. Since the ruling in Schenk, the Court has supported the right to abridge the rights of citizens by ruling for the government in times of crisis. During WWII, the Court refused to overturn the Executive Order that resulted in Korematsu's arrest. Recently, other rulings have limited the rights of citizens as a result of the War on Terror.

Beginning from the late 18th century to today, the Supreme Court has significantly transformed every corner of American society. Furthermore,

through its different rulings, the Court established legal precedents and transformed the existing and future societal framework of the United States.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by describing the historical circumstances surrounding *Marbury v. Madison* and *Schenck v. United States*, explaining the Supreme Court’s decision in each case, and discussing the impact of each decision on the United States
- Is more analytical than descriptive (*Marbury v. Madison*: the so-called “revolution of 1800” marked a peaceful transition of power from one political party to another and demonstrated to the world that the United States could not be broken by political and ideological differences; this ruling established the principle of judicial review of congressional legislation such as the Judiciary Act of 1789 to view whether it was constitutional or not; the ruling gave the judicial branch the standing that it lacked in the original Constitution; *Schenck v. United States*: from the beginning of World War I, angry citizens and immigrants expressed their frustration and opposition to the war; this ruling established the precedent of “clear and present danger” for similar court decisions during times of war; since *Schenck*, the Court has supported abridging the rights of citizens in times of crisis; the Court upheld the World War II executive order that resulted in Korematsu’s arrest; recent rulings have limited the rights of citizens in the War on Terror)
- Richly supports the theme with relevant facts, examples, and details (*Marbury v. Madison*: John Adams’s presidential term; Federalists; Democratic-Republicans; midnight judges; James Madison; Chief Justice John Marshall; writ of mandamus; *Schenck v. United States*: Socialist Party; first amendment; Japanese Americans; placed in internment camps); includes a minor inaccuracy (*Marbury v. Madison*: Adams resigned the presidency)
- Demonstrates a logical and clear plan of organization; includes an introduction and conclusion that cite the role of the Supreme Court in transforming the political and societal framework of the United States

Conclusion: Overall, the response fits the criteria for Level 5. The response demonstrates considerable knowledge of important historical eras and the role of the Supreme Court in shaping American political processes and society.

The United States government is set up with three branches: executive, legislative, and judicial. It is up to the judicial branch to interpret the laws and the Constitution. Over the course of America's history as a fully established nation, the Court has made some monumental decisions that have shaped the course of our country. Two examples of important cases are Plessy v. Ferguson (1896), and Brown v. Board of Education of Topeka (1954).

At the time of the Plessy v. Ferguson case, the Civil War had ended and the United States were making a transition into the twentieth century. In the South, Jim Crow laws had been enacted and enforced to keep blacks subordinate even after they had won their rights from the Civil War Amendments (13-15). These laws limited their human rights and kept them as second-class citizens. In Louisiana, the railroads were segregated. Homer Plessy was a black man who wanted to challenge the law that made him sit in a separate car from whites. He was arrested and his case eventually went to the Supreme Court. The question was whether segregated railway cars violated the equal protection clause of the 14th amendment. The Supreme Court's decision in the case affirmed the "separate but equal" policy in public facilities where there was a different railway car for blacks and for whites. In the Court's nearly unanimous decision, under the 14th amendment, it was constitutional as long as both were equal in quality. The reality of

this decision was that the facilities were rarely equal, and the separation itself was essentially regarding to the Black American population. The impact of the decision was a perpetuation of racism and prejudice in America towards people of color.

After World War II, America had a strong movement for civil rights, women's rights, human rights, and political rights. In the 1950s, there was an uproar building related to civil rights for African Americans, especially over segregation. One segregated institution was school, where African American children attended separate and clearly unequal schools. The NAACP and their attorney Thurgood Marshall decided to take action against this racial discrimination. In *Brown v. Board of Education of Topeka* (1954), a Black girl wanted to go to a school closer to her home than her school at the time, but the closer school was all white. She had to fight for her right to an education. This case would become one of the most important decisions made by the Warren Court. They decided that the decision made in *Plessy v. Ferguson* was wrong and "separate but equal" was unconstitutional because the African American schools were never equal and the children were harmed and made to feel inferior by being separated. They overturned the *Plessy* decision, declared segregation in public education unconstitutional under the 14th amendment, and ordered that public schools be integrated "with all deliberate speed." The decision was the first of many monumental events of the civil

rights era that eventually ended segregation in public facilities and changed America's attitudes and respect for people of different races.

Two Supreme Court cases with opposing rulings, *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka*, made big impacts on America's historical story. Both changed race relations of their times against or in favor of black Americans. After the Civil War and in the heart of the Civil Rights Movement, the two decisions will be remembered long after they happened.

Anchor Level 4-A

The response:

- Develops all aspects of the task by discussing *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka*
- Is both descriptive and analytical (*Plessy v. Ferguson*: these laws limited their human rights and kept them as second-class citizens; in the Court's nearly unanimous opinion, it was constitutional under the 14th amendment as long as both were equal in quality; the impact of the decision was a perpetuation of racism and prejudice in America toward people of color; *Brown v. Board of Education of Topeka*: one segregated institution was school, where African American children attended separate and clearly unequal schools; they overturned the *Plessy* decision, declaring segregation in public education unconstitutional under the 14th amendment; the decision was the first of many monumental events in the civil rights era that eventually ended segregation in public facilities and changed America's attitudes and respect for people of different races)
- Supports the theme with relevant facts, examples, and details (*Plessy v. Ferguson*: Civil War; Jim Crow laws; subordinate; amendments 13–15; Louisiana; railroads; Homer Plessy; separate car from whites; arrested; equal protection clause; "separate but equal"; *Brown v. Board of Education of Topeka*: after World War II; NAACP; Warren Court; Thurgood Marshall; "separate but equal" unconstitutional; made to feel inferior; integrated with "all deliberate speed")
- Demonstrates a logical and clear plan of organization; includes an introduction about the role of the judicial branch and a conclusion that recognizes that both decisions changed race relations in their time

Conclusion: Overall, the response fits the criteria for Level 4. The response indicates understanding of the historical forces prompting both the *Plessy* and *Brown* decisions and their contrasting interpretations of the 14th amendment. The impact of each case on the United States is briefly but accurately discussed.

The Supreme Court is the protectorate of the constitution and the peoples' rights. The job to ensure all legislation is just and fair has been bestowed upon them since the days of Justice John Marshall. Unfortunately, the court has not always been as blind or unbiased as it should, and therefore at times people have been hurt and their rights restricted. Two cases, *Korematsu v. US* (1944) and *Plessy v. Ferguson* (1896), exemplify this problem and show that even the Supreme Court has its faults.

December 7, 1941 is one of the most infamous days in US history. The Japanese attacked Pearl Harbor, killing many Americans. The people were outraged, and a call for war rose, inciting our entrance into World War Two. With this attack, anti Japanese sentiments that West Coast and many other Americans felt flourished and the government heard their fears. Soon, President Roosevelt ordered Japanese-Americans on the West Coast to be relocated to internment or work camps. They were forced to leave their friends, jobs, homes, and entire lives because they were of Japanese descent. Thousands of these people, in fact most, were American citizens, yet they suffered the same fate. In the end, one man stood up and brought his case all the way to the Supreme Court.

Korematsu sued the United States for infringing upon his rights as an American citizen. Unfortunately the prevailing racism, the war mentality and the precedent of abridging rights in times of national crisis won. The court decided that the exclusion order

was constitutional and that rights of citizens could be abridged in times of war. Plainly, the court's decision meant individual liberties were less important than national security. No Japanese-Americans were ever convicted of espionage or sabotage, yet their rights were taken away. It was not until years later that their descendants received an apology and compensation for the horrendous treatment. The case set a precedent for politicians of the future that the act of abridging rights during wartime is OK. This played out with George Bush's Patriot Act which restricted privacy and weakened the need for warrants when regarding national security. In a few cases, even US citizens have been held for years without being charged with a crime.

A second case where the Supreme Court failed to protect the promised rights and freedoms of American citizens was *Plessy v. Ferguson* (1896). In an age where racism was at its peak, segregation began. This case dealt particularly with the segregation of trains. Blacks, while paying the same price for a ticket as a white man were given the worst cars and received none of the luxuries that were in the white cars. Plessy, a wealthy black man, decided it was time for that to change and sued the train company in an effort to end segregation.

Unfortunately, the Court disagreed with him and the term "separate but equal" was coined. The Supreme Court asserted that segregation was legal as long as everything was equal.

This would mean black and white schools would get the same funding, movie theatres would be the same and bathrooms just as clean. It was left to the states to ensure that facilities were equal. Therefore the equality never happened. Black schools were crumbling, and black restrooms were atrocious. Segregation by law grew and racism had now been justified. The Supreme Court case really made everything worse and not until the case of Brown v. Board of education was brought before the court did things start to change.

The Supreme Court was meant to be blind, just and protecting. Throughout history, there have been countless examples of the court failing to be all three. Fortunately, in most cases the future courts have been able to rectify its mistakes and once again be the champion of the constitution and civil liberties it should be.

Anchor Level 4-B

The response:

- Develops all aspects of the task for *Korematsu v. United States* and *Plessy v. Ferguson*
- Is both descriptive and analytical (*Korematsu v. United States*: with this attack, anti-Japanese sentiments that West Coast and many other Americans felt flourished and the government heard their fears; unfortunately, the prevailing racism, the war mentality, and the precedent of abridging rights in times of national crisis won; U.S. citizens have been held for years without being charged with a crime; *Plessy v. Ferguson*: blacks, while paying the same price for a ticket as a white man, were given the worst cars and received none of the luxuries that were in the white cars; unfortunately, the Court disagreed with him and the term “separate but equal” was coined; segregation by law grew and racism had now been justified)
- Supports the theme with relevant facts, examples, and details (*Korematsu v. United States*: December 7, 1941; infamous days; Japanese attack Pearl Harbor; World War II; President Roosevelt; internment or work camps; leave their friends, jobs, homes; American citizens; exclusion order was constitutional; national security; espionage; sabotage; apology and compensation; George Bush’s Patriot Act; restricted privacy; weakened the need for warrants; *Plessy v. Ferguson*: segregation of trains, schools, and movie theaters; bathrooms; black schools were crumbling; *Brown v. Board of Education*)
- Demonstrates a logical and clear plan of organization; includes an introduction and conclusion that state that the Supreme Court is supposed to protect peoples’ rights, but has often failed to do so

Conclusion: Overall, the response fits the criteria for Level 4. The response includes a well developed and comprehensive discussion of both *Korematsu v. United States* and *Plessy v. Ferguson*.

The Supreme Court is an essential aspect of the United States government. There have been many historic decisions made in the Supreme Court. A lot of these cases have had such an impact on American Society, that they've left a permanent mark. "Marbury v. Madison", a Supreme Court case in 1803, that is considered one of the first major cases, is very important to the way our government is structured. Also, "Dred Scott v. Sanford" in 1857 played an important role in history.

There were many factors that led to "Marbury v. Madison" evolving into the case that it did. One might consider Thomas Jefferson's election in 1800 to be the genesis. Jefferson was an advocate of a weak national government, as opposed to the Federalists who had been in control before 1800. So while John Adams was on his way out of the presidency, he and his fellow federalists appointed more judges to newly created federal ~~jobs~~ courts. So Jefferson went after these federal courts, ordering James Madison to not deliver the paper that would officially give Marbury his position as judge for one of these courts. So Marbury took the issue to court.

Chief Justice John Marshall gave a very remarkable ruling because he assumed a new power for the judiciary. He was able to avoid deciding on the issue directly. He said that while Marbury should have been given his appointment papers, the law granting the power to the Supreme Court to order Madison to deliver the papers was itself

unconstitutional. This established the principle of judicial review. This was the part of the decision that proved the most influential on American history. Marshall greatly strengthened the Supreme Court, giving the judicial branch its foundations as an equal part in the system of checks and balances. Although the Supreme Court rarely declares a law unconstitutional, judicial review remains its greatest weapon to counteract the executive and legislative branches.

"Scott v. Sanford" was a case that was very influencing on the antebellum era. Dred Scott was a slave whose owner had moved from slave territory to territory where slavery was illegal. Therefore, Scott believed that he deserved his freedom. But the Supreme Court did not agree. The decision that was made here is not one that history remembers proudly. The Supreme Court declared that since he was a slave, that meant he was property rather than a citizen, so they couldn't even hear his case. But they didn't stop there they also stated that African Americans could not be citizens and Congress didn't have the right to regulate the extension of slavery because slaves are property. This decision infuriated abolitionists, who became even more dedicated to their cause while Southerners rejoiced because slavery had been upheld. This further inflamed the tensions between the North and the South. It helped strengthen the Republican Party in the North as many Northerners did not want slave labor in the territories. This decision helped pave

Anchor Paper – Thematic Essay—Level 4 – C

the way for the election of Lincoln and led to the Civil War.
So Supreme Court cases can have a great impact on the United States of America. Some of them contribute to the escalation of a controversial issue. Others change the structure of government, providing a power that has been used repeatedly for over two hundred years.

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

- Develops all aspects of the task by discussing *Marbury v. Madison* and *Dred Scott v. Sanford*
- Is both descriptive and analytical (*Marbury v. Madison*: Chief Justice John Marshall gave a very remarkable ruling because he assumed a new power for the judiciary; Marshall greatly strengthened the Supreme Court, giving the judicial branch its foundation as an equal part of the system of checks and balances; *Dred Scott v. Sanford*: Dred Scott was a slave whose owner had moved from a slave territory to a territory where slavery was illegal; but they did not stop there, they also stated that African Americans could never be citizens and Congress did not have the right to regulate the extension of slavery because slaves are property; inflamed tensions between the North and the South; paved the way for Lincoln's election)
- Supports the theme with relevant facts, examples, and details (*Marbury v. Madison*: Thomas Jefferson; election in 1800; weak national government; Federalists; John Adams; appointed more judges; James Madison; unconstitutional; judicial review; legislative and executive branches; *Dred Scott v. Sanford*: antebellum era; infuriated abolitionists; Southerners rejoiced; slavery had been upheld; strengthened the Republican Party)
- Demonstrates a logical and clear plan of organization; includes an introduction and conclusion that observe that Supreme Court cases have played an important role in history and have changed the structure of government

Conclusion: Overall, the response fits the criteria for Level 4. The response discusses the influence of partisan politics in *Marbury v. Madison* and the impact of the ruling on the Court's authority. However, the historical circumstances of *Dred Scott v. Sanford* are less developed than the other aspects.

Throughout the history of the federal government, cases that have reached the Supreme Court often have had substantial effects on the country at the time of the ruling. Two such cases, *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka*, led to decisions that held controversial impacts on the fate of African Americans in society, both in the area of segregation within the United States in public places.

In 1896, *Plessy v. Ferguson* was a Supreme Court case which dealt with African American's ability to share public transportation with whites. After slavery was ended with the Civil War, the South created Jim Crow laws to keep African Americans as a lower class. All public facilities, including railroads, were segregated. At the time period, Pullman train cars' condition differed highly between the sections designated for black and white passengers. Therefore, when Homer Plessy, an African American male, challenged the existing segregation between train cars, he was arrested, while staying in a white-passenger car and refusing to leave. The case, was appealed up to the Supreme Court as a violation of the 14th amendment. The ultimate ruling was that as long as African Americans had a place to stay on the public transportation and were not being refused service, then "separate but equal" was in fact constitutional, when in fact the opposing train cars were not actually equal in any way. When this decision was announced, it upheld the guidelines for Southern

segregation of African Americans in nearly all aspects of society. The idea that as long as blacks received service without discrimination, the quality of the "equality" did not matter. This separation was legal and persisted for many years.

In 1954, *Brown v. Board of Education*, the father of a young African American school girl, Linda Brown, was angered by the segregation exhibited by the public school system. A "white" school was just blocks from her home, yet she was denied admittance due to her race, and was forced to walk several miles to an African American school with far-inferior materials. With the help of strong defense by Thurgood Marshall, and the argument that lowered self-esteem was a prominent consequence of the segregation. The Supreme Court, under Earl Warren, ruled in favor of *Brown* and declared segregation of public schools to be unconstitutional. It went on to order the desegregation of public schools "with all deliberate speed." Immediately following the decision, protests against the integration were violent and required the presence of the National Guard in certain instances, like when President Eisenhower sent troops to Little Rock to accompany black students entering the all-white high school. The impact on the nation of desegregation of schools did not show for several years, yet in the end, the ruling marked a large shift in the civil rights of African Americans in society.

Anchor Level 3-A

The response:

- Develops all aspects of the task in some depth for *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka*
- Is more descriptive than analytical (*Plessy v. Ferguson*: after slavery was ended by the Civil War, the South created Jim Crow laws to keep African Americans as a lower class; the ultimate ruling was that as long as African Americans had a place to stay on the public transportation and were not being refused service, then “separate but equal” was constitutional when in fact the opposing train cars were not actually equal in any way; this separation was legal; *Brown v. Board of Education of Topeka*: a white school was just blocks from her home, yet she was denied admittance due to her race and was forced to walk several miles to an African American school with far inferior materials; with the help of a strong defense by Thurgood Marshall and the argument that lowered self-esteem was a prominent consequence of the segregation, the Supreme Court under Earl Warren ruled in favor of Brown and declared segregation of public schools to be unconstitutional; in the end, the ruling marked a large shift in the civil rights of African Americans)
- Supports the theme with relevant facts, examples, and details (*Plessy v. Ferguson*: Pullman train cars; Homer Plessy; white passenger cars; 14th amendment; upheld the guidelines; *Brown v. Board of Education of Topeka*: Linda Brown; public school system; desegregation of public schools; “with all deliberate speed”; President Eisenhower; sent troops; Little Rock)
- Demonstrates a satisfactory plan of organization; includes an introduction that comments on the common themes of segregation in public places and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The strength of the response is in the understanding of the historical circumstances of these cases. The development of the impact of the *Plessy* decision is weaker than that of *Brown*.

Each branch of the United States government has a great deal of influence over the nation. This is also true about the Supreme Court of the United States. Many decisions made by the Supreme Court have a major impact on the events that go on around the nation. This is shown by the Supreme Court decisions in the cases of *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka*.

In 1896, racism was still very prevalent. The South was still trying to keep equality for African Americans out of the picture. They passed laws that limited the rights of African Americans. They passed the Jim Crow Laws, the literacy test, the poll tax, and the Grandfather Clause. This segregated the South and kept African Americans from voting. In *Plessy v. Ferguson*, the Supreme Court said that separate but equal is allowed. This decision upheld Jim Crow Laws and allowed the South to continue to segregate against African Americans.

This greatly restricted Civil Rights in the United States. For most of the 20th century, the ruling in *Plessy* forced African Americans to ride separate streetcars, use separate bathrooms, and drink from separate water fountains. During World War II, African Americans who served in the armed forces were segregated. The *Plessy v.*

Ferguson had decision had a profound impact on the United States.

In 1954, civil rights was ^{greatly} becoming a major concern in the United States. Many African Americans stepped forward to protest discrimination and segregation in schools and other public places. They felt that they may be separate but they were not

equal. African American children were forced to go to inferior schools. In the *Brown v. Board of Education of Topeka* case, the Supreme Court ordered the desegregation of public schools. They said that separate but equal was not right because it made African American children feel inferior. When schools began to integrate, people in the South objected, sometimes violently. In Little Rock, Arkansas, Eisenhower sent in the military to force desegregation in the schools when the Governor refused. This demonstrated how much power the federal government really had. This led to an increase in the effectiveness of the Civil rights movement. The *Brown v. Board of Education* decision led to many impacts that influenced civil rights.

The Supreme Court is constantly demonstrating its influence on the nation by its decisions on court cases. Many of their decisions are based on the events that are currently taking place across the United States. The Supreme Court has greatly influenced events that have taken place in the United States.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth by describing the historical circumstances surrounding *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka*, explaining the Supreme Court’s decision in each case, and discussing the impact of each decision on the United States
- Is more descriptive than analytical (*Plessy v. Ferguson*: the South was still trying to keep equality for African Americans out of the picture; this decision upheld Jim Crow laws and allowed the South to continue to segregate against the African Americans; for most of the 20th century, African Americans were forced to use separate streetcars, bathrooms, drinking fountains; during World War II, African Americans serving in the armed forces were segregated; *Brown v. Board of Education of Topeka*: many African Americans stepped forward to protest discrimination and segregation in schools and other public places; they said that “separate but equal” was not right because it made African American children feel inferior; in Little Rock, Arkansas, Eisenhower sent in the military to enforce desegregation in the schools when the governor refused)
- Includes some relevant facts, examples, and details (*Plessy v. Ferguson*: literacy tests; poll taxes; grandfather clause; *Brown v. Board of Education of Topeka*: civil rights; ordered desegregation in the schools; power of the federal government)
- Demonstrates a satisfactory plan of organization; includes an introduction and conclusion that do little more than restate the theme

Conclusion: Overall, the response fits the criteria for Level 3. The discussion of *Plessy* and *Brown* demonstrates an understanding of the racial discrimination faced by African Americans and the role the Supreme Court played in these cases. However, there is little elaboration and few details to support the main points presented.

Throughout United States brief history, Supreme Court rulings have had major impacts on the nation. These rulings have set precedents, reversed precedents, and more. There are many cases whose rulings are still followed today. Two such cases are *Brown v. Board of Education of Topeka* and *Gideon v. Wainwright*.

In 1896, the ruling of the *Plessy v. Ferguson* case set the "separate but equal" precedent, legalizing segregation of public facilities. In 1954, however, during the Civil Rights Movement, a case was brought to the Supreme Court that reversed this decision. An African American girl who attended an all-black elementary school in Topeka, Kansas wished to attend the all-white school that was miles closer to her home than her own school. The all-white school refused to admit her because of her race. When brought to the Supreme Court, it was ruled that the "separate but equal" clause no longer had any place in education and that all public schools were to be integrated. This case has had a tremendous impact on American Society. It ultimately integrated all public schools although resistance was experienced from many white schools for a short period of time. As integration of schools was started in the South, many white parents took their children out of public schools and sent them to all-white private schools.

Brown v. Board of Education also eventually led to the integration of all public facilities, thus taking a large step forward with the Civil Rights Movement.

Another landmark case in Supreme Court history is Gideon v. Wainwright. This case came at a time when the rights of the accused were slim. A man, Gideon, broke into a pool hall one night and stole a sum of money. He was then taken charged with breaking and entering and was sent to the city court. Gideon lacked the funds necessary to hire an attorney and was refused the request for the court to supply him with one, and therefore, he defended himself. He was sentenced to 5 years in state prison. When this case ~~court~~ was brought to the Supreme Court because of the unfair treatment of Gideon, it was ruled that if a person could not afford any sort of legal counsel on their own that they should be supplied with it by the court. It was also ruled that the trial in the city court was unfair because Gideon was forced to defend himself. This case set the required legal counsel precedent and ultimately expanded the rights of the accused. Today, all people accused of crimes are entitled to a lawyer, even if it is only a public defender.

The U.S. Supreme Court has dealt with many important cases that have had great impacts on American society. Both Brown v. Board of Education and Gideon v. Wainwright's

Anchor Paper – Thematic Essay—Level 3 – C

rulings are still thought of today because of their lasting effects.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth by discussing *Brown v. Board of Education of Topeka* and *Gideon v. Wainwright*
- Is more descriptive than analytical (*Brown v. Board of Education of Topeka*: the all-white school refused to admit her because of her race; when brought to the Supreme Court it was ruled that the “separate but equal” clause no longer had any place in education and that all public schools were to be integrated; many white parents took their children out of public schools and sent them to all-white private schools; eventually led to the integration of all public facilities, thus taking a large step forward with the civil rights movement; *Gideon v. Wainwright*: Gideon lacked the funds necessary to hire an attorney and was refused the request for the court to supply him with one, and therefore he defended himself; it was ruled that if a person could not afford any sort of legal counsel on their own, they should be supplied with it by the court; this case set the required legal counsel precedent and ultimately expanded the rights of the accused; today all people accused of crimes are entitled to a lawyer)
- Includes some relevant facts, examples, and details (*Brown v. Board of Education of Topeka*: *Plessy v. Ferguson*; resistance was experienced; *Gideon v. Wainwright*: broke into a pool hall; stole a sum of money; charged with breaking and entering; sentenced to 5 years in state prison); includes a minor inaccuracy (*Brown v. Board of Education of Topeka*: 1896, the ruling of *Plessy v. Ferguson*)
- Demonstrates a satisfactory plan of organization; includes an introduction that states the importance of judicial precedent and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The response shows accurate knowledge of the background of both cases and the decisions of the Court. However, more details about the impacts would have enhanced the response.

The supreme court has the ability to make decisions that influence the nation, especially in the area of civil rights and slavery. Dred Scott vs. sanford in 1857 and Brown vs. Board of Education in 1954 are two examples. In both cases a person fought for the rights they believed they had. However, the Supreme Court had two very different decisions.

Dred Scott was a slave who, after having been brought to a free state with his owner, believed he was free. Since his owner wouldn't grant him his freedom, Scott went to the Supreme Court. Unfortunately for him, Justice Tanney's decision didn't favor Scott. Tanney said that slaves were not citizens, but rather property and could therefore not sue, and Scott was also not able to receive freedom despite having lived in a free state. This Supreme Court decision increased the tensions between the North and the South and in a way justified the use of slavery by allowing slave owners to practice it in free states and deeming slaves property.

In 1954, Linda~~o~~ Brown, a fourth grader in Kansas was forced to ride a bus to a school for blacks that was way out of the way, when there was a white school much closer. Her father didn't believe this was fair, so ~~under~~^{with} the help of Thurgood Marshall, the case was brought to the supreme court. The supreme court justice over turned the "seperate but equal" decision of Plessy vs. Fergusson because something could not be equal if it was seperate. This supreme court decision was a step in the right direction for the civil rights movement because it recognized that there was an issue and also forced Eisenhower to enforce it.

Throughout history the decisions of the Supreme Court have affected the U.S. In Dred Scott v. Sanford the United States became ~~for~~ more seperated, but in Brown v Board of Education segregation was fought against. Either way, it was the judicial system that affected the future events.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task for *Dred Scott v. Sanford* and *Brown v. Board of Education of Topeka*
- Is primarily descriptive (*Dred Scott v. Sanford*: Dred Scott was a slave who after having been brought to a free state with his owner, believed he was free; Taney said that slaves were not citizens, but rather property and could therefore not sue, and Scott was also not able to receive freedom despite having lived in a free state; the Supreme Court decision increased the tensions between the North and the South; *Brown v. Board of Education of Topeka*: her father did not believe this was fair, so with the help of Thurgood Marshall the case was brought to the Supreme Court; this Supreme Court decision was a step in the right direction for the civil rights movement)
- Includes few additional relevant facts, examples, and details (*Brown v. Board of Education of Topeka*: forced Eisenhower to enforce it); includes an inaccuracy (*Brown v. Board of Education of Topeka*: the Supreme Court justices overturned the “separate but equal” decision of *Plessy* because something could not be equal if it was separate)
- Demonstrates a general plan of organization; includes an introduction and conclusion that mention that the cases contradict each other

Conclusion: Overall, the response fits the criteria for Level 2. The response demonstrates a basic understanding of each case. However, there is little development and details are lacking.

Throughout United States' history, the decisions of the Supreme Court have been an essential aspect to forming society. *Schenck v. United States* was a court case in which the civil liberties, such as speech, may be temporarily inactivated during a time of war. *Brown v. Board of Education of Topeka* was the court case that challenged the phrase "separate but equal" in dealing with segregation of races.

In 1919, the court case of *Schenck v. United States* took place. During World War I, the United States officials felt that the risk of verbal betrayal was available. The nation could not risk the release of military or other important information to an opposing nation. Therefore, in 1919, the chief justice of the Supreme Court ruled that civil liberties, such as freedom of speech or press, may be taken away temporarily during a

time of war in order to ensure protection. The Schenck v. United States case is one that has an influential impact on society. During any time of war or weakness, guarding the nation is extremely important. This court case can prevent inside government information fraud or terrorism.

~~Thesis~~

In the early 1950s, Linda Brown of Topeka, Kansas was forced to travel several miles from her home to and from school each day, rather than going to the school around the block. The school near her house was a school for white children where integration did not exist. In 1954, the Brown family challenged this action in the Brown v. Board of Education of Topeka Supreme Court Case. Although the idea of "separate

but equal" ~~was~~ was passed in America, African Americans and whites were not really treated equally. After much controversy, the Supreme Court decided to integrate schools. Although African Americans were not necessarily treated respectfully at school, the opportunity for desegregation widened. Today, almost every school is integrated with whites and African Americans. The decision of this court case may have been the turning point in desegregation history because most separation existed in schools. Now, African Americans and whites have equal educational opportunities to succeed in life.

Although most people do not think about the impact of Supreme Court decisions, the results are depended on daily. Without such challenges, the nation would be at a great risk of division and harm through ~~deseg~~ discrimination.

and freedom of speech and press.
There is no doubt that the
Supreme Court decisions have
had a positive influence in
shaping today's society.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task for *Schenck v. United States* and *Brown v. Board of Education of Topeka*
- Is primarily descriptive (*Schenck v. United States*: during World War I, the United States officials felt that the risk of verbal betrayal was available; the Supreme Court ruled that civil liberties such as freedom of speech may be taken away temporarily in a time of war to ensure protection; during anytime of war or weakness, guarding the nation is extremely important; *Brown v. Board of Education of Topeka*: the school near her house was a school for white children, where integration did not exist; the Supreme Court decided to integrate schools; this court case may have been the turning point in desegregation history); includes faulty analysis (*Schenck v. United States*: Court case can prevent inside government information, fraud, or terrorism; *Brown v. Board of Education of Topeka*: today, almost every school is integrated with whites and African Americans; now, African Americans and whites have equal educational opportunities to succeed in life)
- Includes few relevant facts, examples, and details (*Schenck v. United States*: terrorism; *Brown v. Board of Education of Topeka*: “separate but equal”); includes inaccuracies (*Schenck*: Court ruled that freedom of the press can be taken away; *Brown*: most segregation existed in schools)
- Demonstrates a general plan of organization; includes an introduction that clearly identifies the issue in each case and a weak conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The response demonstrates some knowledge of the historical circumstances and the decisions in each case. Vague references to the historical circumstances of *Schenck* and the overstated impacts in *Brown* weaken the response considerably.

Throughout an average person's life, he will have to make decisions that will greatly impact him. Similarly, on a larger scale, the United States Supreme Court must make decisions that greatly impact the nation. These decisions have and will continue to severely affect our nation as a whole. More specifically, the two cases of Plessy v. Ferguson (1896) and Brown vs Board of Education of Topeka (1954) have severely altered the lives of many Americans.

In 1896, the case of Plessy versus Ferguson had a great impact on the nation. At this time, many African Americans were rallying for their rights, ^{because} ~~because~~ they were not allowed to receive the same kind of respect and utilities as their white counterparts. The issue was whether or not separate facilities such as restaurants, movie theaters and bathrooms were acceptable. Was it okay to have white waterfountains and black waterfountains? The ~~case~~ ^{trial} of Plessy vs Ferguson decided that "separate but equal" facilities were indeed constitutional. The court decided that as long as these separate facilities were of equal quality but just separated by race, then it did not really matter. This infuriated many African Americans when this decision was made. They knew that the black facilities that were supposed to be equal were nowhere near equal. The white restaurants were far superior to the black restaurants. And by no means did the government who said the facilities must be equal make them equal. This decision more than anything else, encouraged segregation. By stating that this so called "separate but equal" was acceptable, it made segregation legal. This ^{decision} ~~statement~~ made discrimination acceptable by law. The government said it was okay to make a black man go to a rundown restaurant while the white man got to live

a life of luxury in a 5 star restaurant even though ~~the~~^{both} men were citizens by law. This decision clearly had a huge impact that made the African Americans more fired up to fight for their equal rights that they deserved.

Another case that significantly impacted America was the case of Brown versus the Board of Education of Topeka, Kansas in 1954. In this time period, there were many advocates of civil rights. Men and women were staging sit-ins in restaurants, marching, rallying and displaying acts of civil disobedience to demonstrate just how serious they were about receiving the equal rights they deserved. By law, "seperate but equal" was still okay but people were tired of that. In 1954, Brown fought the Board of Education on why his daughter was not allowed to go to an all white school if technically the schools were equal anyway. After much deliberation the Supreme Court unanimously decided with Brown. "Seperate but equal" in schools was unconstitutional. They decided that "seperate but equal" was no longer acceptable. Brown vs Board of Education reversed Plessy vs Ferguson. This severely affected American life. Not only could white and black children go to school together, they could also go to the park together, go to restaurants together as well as other public facilities. Although it was now legal to do these sorts of things, it would take time before life was truly integrated because many communities and neighborhoods were still seperated by blacks and whites.

~~the~~^{the} Supreme Court decisions of Plessy vs Ferguson and Brown vs Board of Education severely altered our world. At one time, everything was seperated and later it was reversed, bringing us closer to an integrated world. It would take time to get to the world we know today but each

Anchor Paper – Thematic Essay—Level 2 – C

decision impacts the way we work and functions. ~~It~~^{It} were not for these decisions, classrooms would be bland and one dimensional and we would never have had the president we have today. Each decision just shows how far we've come.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task for *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka*
- Is primarily descriptive (*Plessy v. Ferguson*: the trial of *Plessy v. Ferguson* decided that “separate but equal” facilities were indeed constitutional; this decision made discrimination acceptable by law; *Brown v. Board of Education of Topeka*: in this time period there were many advocates of civil rights; “separate but equal” in schools was unconstitutional; it would take time before life was truly integrated because many communities were still separated by blacks and whites); includes faulty and weak analysis (*Plessy v. Ferguson*: at this time, many African Americans were rallying for their rights; this decision clearly had a huge impact that made the African Americans more fired up to fight for their equal rights; *Brown v. Board of Education of Topeka*: they could also go to the park together, go to restaurants together, as well as other public facilities)
- Includes few relevant facts, examples, and details (*Plessy v. Ferguson*: white water fountains; black water fountains; *Brown v. Board of Education of Topeka*: 1954; unanimously; *Plessy v. Ferguson*); includes inaccuracies (*Plessy*: the issue was whether or not separate facilities such as restaurants, movie theaters, and bathrooms were acceptable; *Brown*: staging sit-ins, marching, rallying, displaying acts of civil disobedience; *Brown* reversed *Plessy*)
- Demonstrates a general plan of organization; includes an introduction that generally restates the theme and a conclusion that connects the decisions to the first African American president

Conclusion: Overall, the response fits the criteria for Level 2. The response exhibits awareness of the injustice of segregation. However, the discussion is weakened by inexact descriptions and overgeneralizations. In addition, the chronology of events at the time of *Brown* is muddled, leading to inaccuracies.

Throughout the history of the United States, there have been many factors that effected behaviors of the people and its society. A very large factor are supreme court cases. Many of them were concerns addressed by the society and its people about unjust laws, rules, or regulations. Two very famous and important cases were Plessy vs. Ferguson (1896) and Brown vs. Board of Education of Topeka (1954). These two cases changed the lives of not only the ones involved in the cases, but more individuals throughout the United States.

Plessy vs. Ferguson occurred in 1896. This case involved the rights of African Americans. Plessy was an African American who believed his rights were violated. He felt segregation and discrimination was against his rights. The court ruled that "seperate but equal" was okay. This case would later be brought up again.

Brown vs. Board of Education of Topeka is directly connected with Plessy vs. Ferguson. An African American was denied rights to attend a school. They were discriminated against and they were segregated. The court case eventually sided with Brown and ruled that "seperate but equal" was wrong and unjust.

Supreme court cases have changed the outcomes on people's lives in the United States. Plessy vs. Ferguson and Brown vs. Board of Education of Topeka were directly connected and were huge to the African American society. These concerns were addressed in proper and improper ways which led to conflict and unjust rules, laws, and regulations. These rules developed by the court cases had a lasting effect on the United States and its people.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task by stating a basic historical issue and decision in both *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka*
- Is descriptive (*Plessy v. Ferguson*: he felt segregation and discrimination was against his rights; the Court ruled that “separate but equal” was OK; *Brown v. Board of Education of Topeka*: an African American was denied rights to attend a school; the court case eventually sided with Brown and ruled that “separate but equal” was wrong and unjust)
- Includes no additional relevant facts, examples, or details
- Demonstrates a general plan of organization; includes an introduction that recognizes that the cases changed the lives of many and a conclusion that states that both cases were important to African Americans

Conclusion: Overall, the response fits the criteria for Level 1. Although the response recognizes that each case is concerned with “separate but equal” facilities, most of the tasks are incomplete.

The Supreme Court has made many drastic decisions. All of these decisions always make a significant impact on the country.

Some of the more recognizable ones being *Korematsu vs. United States* and *New Jersey vs. T.L.O.* Both of these were most likely tough choices but they had to be made.

In *Korematsu vs. United States* it was during the time when Japan bombed Pearl Harbor. This was a sad time and it shocked the US of A. The Supreme Court ruled that during war times peoples individual rights could be limited. Therefore this let the camps the Japanese-Americans were put into legal.

Also *New Jersey vs. T.L.O.* was a big case. This gave the right for schools to search the belongings of students if they felt the need to. This case wasn't important as many others but it impacted schools a lot.

In Conclusion we see that the Supreme Court is always making decisions that can change the way people live. People just have to grow accustomed to it and move on. That is all that needs to be done.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task by mentioning a historical circumstance surrounding *Korematsu v. United States* and stating the Supreme Court's decision in *Korematsu v. United States* and *New Jersey v. T.L.O.*
- Is descriptive (*Korematsu v. United States*: it was during the time when Japan bombed Pearl Harbor; the Supreme Court ruled that during wartimes peoples' individual rights could be limited; *New Jersey v. T.L.O.*: this gave the right for schools to search the belongings of students if they felt the need to)
- Includes few additional relevant facts, examples, or details (*Korematsu v. United States*: camps; Japanese Americans)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that state that the Supreme Court has made drastic decisions that people must grow accustomed to

Conclusion: Overall, the response fits the criteria for Level 1. The response includes only minimal information and fails to address most of the components of the task.

Throughout American history, decisions made by the Supreme Court have profoundly effected society. According to the idea of judicial review, the Supreme Court is able to make the final determination on whether or not a law is constitutional or unconstitutional. With this idea of judicial review, the Supreme Court has made many influential decisions which has shaped society into the way it is at present-day.

On the eve of the Civil War the Union was experiencing great tension between the differing regions of the north and the South. In terms of economics the south favored the use of African Americans as slaves to help cultivate cotton, a staple crop of the region that turned over much in the way of profits. The north on the other hand was against the rise of slave labor because it was seen as a competition for labor, it was not needed because the north was more industrial than agricultural, and some viewed it as morally degrading. The Union began to divide further and further as more states were added, one slave state, and one free state at a time. In the slave states of the south, slavery was allowed; In the free states of the north, slavery was prohibited. The boundaries between free states and slave states and the rights of African Americans was put to the test in the 1857 case of Dred Scott v. Sandford. At question in this case was whether or not a slave named Dred Scott

could he be considered a free man after his owner had brought him to the free state of Illinois and then to Wisconsin for a period of several months. Did being in a free state grant a slave freedom or was a slave the same freedomless man no matter what state he was in? The Supreme Court ruled that Dred Scott was still a slave and not a free man. The court used the rationale that a slave was still a slave no matter what state he was in and in doing so the court made the ruling that slaves were the property of slave owners that could not be taken away by the government. This ruling was monumental for society because it held that under the Constitution slaves could not be U.S. citizens. The ruling also helped to fuel tensions between slavery supporters and abolitionists as it gave them new grounds to argue on leading to the Civil War in about 4 years. This ruling also led to amendments to the Constitution in the aftermath of the Civil War which stated that African Americans would be considered full citizens. In all of these aspects, the case over one slave ended up impacting a whole nation for even decades beyond the occurrence of the case.

In the 1950's the United States was experiencing a

great social crisis. It was the start of the Civil Rights Era, a time when minorities were beginning to protest the ways in which they had been neglected and treated unfairly for the several decades prior. One such minority facing extreme discrimination was the African Americans. For decades Jim Crow laws prevented them from using the same public facilities as white citizens, such as water fountains, movie theaters, and even schools. But in 1954 this idea of segregation of blacks and whites was put to the test by the NAACP in the case of *Brown v. Board of Education of Topeka*. In the case, a black girl's father demanded that his daughter be allowed to attend a white school because it was much closer to their residence than the black school. The Supreme Court under Chief Justice Earl Warren ruled that the girl could go to the white school and in doing so nullified the principal of "separate but equal" in public schools and overturned the Supreme Court decision of *Plessy v. Ferguson* in 1896, as it was applied to public education. The court rationalized that in education, segregated facilities would never be completely equal. In limiting a court ruling that had been in place for over five decades, the Supreme Court case of *Brown v. Board of Education of Topeka* (1958) had a profound impact

on society, being a major step toward equality for African Americans. After their victory in *Brown*, the NAACP and other civil rights groups lobbied and demonstrated for laws that would integrate all other public facilities. They achieved another victory when Congress passed the 1964 Civil Rights Act which banned discrimination in jobs and public accommodations.

The Supreme Court has made monumental decisions in the history of the United States. With the principle of judicial review the decisions of the Supreme Court have greatly impacted American society. These decisions have helped to shape the U.S. into the way it is at present-day.

Throughout history the supreme court has faced tough court cases. Whether their decisions are right or wrong; they've had a significant impact on the rest of the United States. Two court cases in particular that demonstrate the significant impact on the U.S. are Roe v. Wade and Brown v. Board of Education of Topeka.

In the ^{court} case Roe v. Wade, Roe, also known as Norma McCorvey wanted an abortion. At the time, the Texan law stated that the only way to obtain an abortion was if carrying that child was harmful to their health. McCorvey's health was in no way endangered therefore she could not receive the procedure. But, as a single, poor mother she felt she deserved the right to an abortion. During her battle with the State, she was represented by two women lawyers who cared about women's rights. When her lawyers brought her case to the Supreme Court, McCorvey already had her baby, but she helped fight for what she wanted for other mothers in her position. The question the Supreme Court faced was whether or not a fetus is a person.

Ultimately their decision was to legalize abortion. The Supreme Court believed that the 14th amendment gave people the right to privacy. This final

decision had a significant impact on more than just Texas, but the entire United States. Because of this verdict an extremely high number of state laws on abortion were changed. Even if states did not agree with the Supreme Court's decision they had to abide by it. Overall the national government has more power. After the abortion laws were changed there was a significant jump in the number of abortions. To this day people still question whether or not the Supreme Court made the right decision, needless to say there are still ongoing debates, but clearly this case had a huge impact on the U.S.

Another case making a significant impact on the United States was *Brown v. Board of Education of Topeka*. For years African Americans had been separated from whites in all public facilities including bathrooms, water fountains and schools because of their race. Brown lived closer to the whites-only Topeka School and her father wanted his daughter to attend there. But, due to the color of her skin she was denied entry and forced to walk many more miles to the African American School. Brown disliked this and therefore

brought this case to the Supreme Court. After much questioning the Supreme Court ruled in Brown's favor. One major impact of this verdict was to reject the "separate but equal" decision of the Plessy v. Ferguson case as it applied to public education. This was the first time schools would be desegregated. This was a huge step for African Americans they would now get a chance for the equal education they were entitled to. Although some schools did fight with the law over the Brown decision ultimately the national government took control and enforced the law. When troops went to school with African-American students at Little Rock.

As years go on their continue to be new problems brought to the Supreme Court. Although not all cases; many have significant impacts on the rest of the United States. Roe v. Wade and Brown v. Board of Education of Topeka are just two of the numerous affecting cases.

The decisions made by the Supreme Court of United States significantly form the nation. Two examples of Supreme Court cases that have had an impact include Plessy v. Ferguson and Brown v. Board. Plessy v. Ferguson's case was in 1896, in which a man felt that his event violated the 14th Amendment. Similar to Plessy v. Ferguson was the case Brown v. Board of Education, which happened in 1954. The Brown v. Board case was effected by the ruling of Plessy v. Ferguson. Supreme Court cases ~~essentially~~ essentially effects the nation as a whole.

Plessy v. Ferguson was a case, in which the 14th Amendment was tested. A man that was one-eighth African American ~~man~~ wanted to sit on a ~~whiteman~~ train train at the railroad, but was prohibited because ~~of~~ ~~his~~ he ~~was~~ was partially African American. ~~The~~ ~~case~~ ~~was~~ ~~not~~ then, angered by this went to sued ~~the~~ ~~supreme~~ ~~court~~ and it became a Supreme Court case. In the end ~~it~~ it was stated that segregation of the railroads did not violate the 14th Amendment and was legal. This Supreme Court case greatly impacted the United States because ~~is~~ this case

established ~~the~~ something known as "separate but equal" and made ~~it~~ a legal to have segregation, as long as it was equal. For example ~~the~~ railroads must be the same, but they can be separated between ~~roads and~~ African Americans and white people.

The case of Brown v Board of Education was affected by Plessy v. Ferguson's ruling, as well as included the violation of the 14th Amendment. A woman named Linda Brown had two daughters. This family was African American and ~~they~~ Linda were ~~so~~ angry because her daughters had to walk to school ~~in~~ ~~the~~ dangerous railroads everyday, even though there was a much ~~closer~~ closer school that those children could go to, which would be much safer for them. ~~was~~ The Brown family sued the Board of Education, saying that this issue violated the 14th Amendment. First the case went through a lower court system. The ruling of this case was the same as Plessy v. Ferguson's case, in which ruled that segregation of the schools was illegal because of the "separate but equal" policy. Fortunately the NAACP ~~helped~~ helped the family and eventually

It became a Supreme Court case, in which Chief Justice Earl Warren was involved. After the Supreme Court ruling, the results were significantly different. Linda Brown and her family won the case, changing the nation. ~~Both Plessy v. Ferguson~~

Both Plessy v. Ferguson as well as Brown v. Board of Education were cases held by the Supreme Court in which impacted the nation greatly. Both cases felt that they were being violated by the 14th Amendment. ~~Plessy v. Ferguson~~ After the case of Brown v. Board, Plessy v. Ferguson's case was no longer in effect and it has changed the nation forever because segregation is no longer legal even if it is separate but equal.

My two important things from the United States of the Supreme Court are the Senate and House of Representatives because people were making the bill of rights back then by fighting a lot of wars and paying money for it. The presidents made some good choices during the Supreme Court to make a lot of different laws. The laws were very important to the great Britain, British, and everybody else. Also they did the stamp Acts for all the people who fought for the war. I think that this the United States should make better decisions on their country.

Throughout the history of the United States of America, the United States Supreme Court's rulings in several cases have had a major impact on the nation, and how people lived. Two such cases in the Court's history are those of Dred Scott vs. Sanford (1857), and Korematsu vs. United States (1944). Both of these cases involved important issues, and were heard during times of national crisis.

In Dred Scott vs. Sanford, the issue that was dealt with was one that has always been significant in U.S. history; slavery. Dred Scott, a slave, was taken by his owner from a slave state into a free state. After this, Dred Scott sued for his freedom, since he was taken by his owner to the territory of Wisconsin where slavery was illegal. After the trial, the Supreme Court ruled that since the protection of property was guaranteed in the Constitution and Scott being a slave was property, he wasn't able to sue for his freedom in the Court. The Court's ruling made it clear that slaves were considered not to be people, but property. This having taken place in 1857, the nation was already deeply divided on the slavery issue, and the Court's ruling infuriated the abolitionists, and made that division even larger.

The other case, Korematsu vs. United States, dealt with another human rights issue. After the United States got involved ~~in~~ ⁱⁿ World War II following the bombing of Pearl Harbor by the Japanese, the U.S. government put thousands of Japanese-Americans into internment camps. The main cause for this was the people living on the west coast who were fearful after the attack on Pearl Harbor, and the

military wanted the Japanese living in the area to be moved. To ensure national security during the war, the federal government complied to the demand. Japanese-Americans had always faced discrimination because of their different culture and appearance. The man that was involved in the court case, Korematsu, avoided being sent to the internment camps until he was eventually arrested. In the case, the Supreme Court ruled against Korematsu, stating that in times of crisis, such as war, rights guaranteed by the Constitution/Bill of Rights (and basic rights for that matter) are not absolute. Even though the ruling the Court gave was questionable to say the least, it is understandable why the Court ruled the way it did. Since the nation was involved in WWII, it was necessary to make sure there wasn't any dissent at home, and if the government hadn't complied with the people living on the west coast, national unity would've been weakened. Again in this case, the Supreme Court ruled against basic human rights, something that is supposedly an ideal of America. Japanese-Americans were never found guilty of espionage and some fought for the U.S. in Europe, while immediately the decision might not have gained much opposition other than those Japanese-Americans who were in the internment camps, in years after the violation of human rights would weigh on people's minds. Congress voted to give reparations and an apology to all Japanese-Americans who lived in the camps.

Decisions laid down by the U.S. Supreme Court have had monumental impacts on both individuals and the nation as a whole,

The rulings have invoked debate even years after the cases had taken place, and are still influencing people's lives in the present day.

Practice Paper A—Score Level 4

The response:

- Develops all aspects of the task by discussing *Dred Scott v. Sanford* and *Brown v. Board of Education of Topeka*
- Is both descriptive and analytical (*Dred Scott v. Sanford*: did being in a free state grant a slave freedom or was a slave the same freedomless man no matter what state he was in; the Court used the rationale that a slave was still a slave no matter what state he was in; the Court made the ruling that slaves were property and could not be citizens; this ruling also led to amendments to the Constitution in the aftermath of the Civil War which stated that African Americans would be considered full citizens; *Brown v. Board of Education of Topeka*: it was the start of the civil rights era, a time when minorities were beginning to protest the ways in which they had been neglected and treated unfairly for the several decades prior; the Court rationalized that in education, separate facilities would never be completely equal; in limiting a Court ruling that had been in place for over five decades, the Supreme Court case of *Brown v. Board of Education of Topeka* had a profound impact on society, being a major step toward equality for African Americans and leading to new laws like the 1964 Civil Rights Act)
- Supports the theme with relevant facts, examples, and details (*Dred Scott v. Sanford*: Union; great tension; cultivate cotton; staple crop; North was more industrial; slave state; abolitionists; *Brown v. Board of Education of Topeka*: water fountains; movie theaters; “separate but equal”; *Plessy v. Ferguson*)
- Demonstrates a logical and clear plan of organization; includes an introduction and conclusion that emphasize the power of judicial review to shape society

Conclusion: Overall, the response fits the criteria for Level 4. The response paints a picture of the discrimination faced by African Americans prior to each decision. Although the response discusses an impact of each ruling, it fails to fully develop these ideas.

Practice Paper B—Score Level 3

The response:

- Develops all aspects of the task with little depth for *Roe v. Wade* and *Brown v. Board of Education of Topeka*
- Is more descriptive than analytical (*Roe v. Wade*: during her battle with the state, she was represented by two lawyers who cared about women’s rights; the Supreme Court believed that the 14th amendment gave people the right to privacy; because of this verdict, an extremely high number of state laws on abortion were changed; *Brown v. Board of Education of Topeka*: for years African Americans had been separated from whites in all public facilities including bathrooms, water fountains, and schools because of their race; one major impact was to reject the “separate but equal” decision in *Plessy v. Ferguson*; although some schools did fight with the law over the *Brown* decision, ultimately the national government took control and enforced the law when troops went to school with African American students at Little Rock)
- Includes some relevant facts, examples, and details (*Roe v. Wade*: Norma McCovey; Texan law; single, poor mother; already had her baby; legalized abortion; national government has more power; jump in the number of abortions; ongoing debates; *Brown v. Board of Education of Topeka*: Linda Brown; whites only Topeka school; desegregated)
- Demonstrates a satisfactory plan of organization; includes a weak introduction and conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The response demonstrates an understanding of the basic issues of the cases. The limited inclusion of specific details about the impact of *Brown* weakens the response.

Practice Paper C—Score Level 2

The response:

- Develops some aspects of the task with some depth for *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka*
- Is primarily descriptive (*Plessy v. Ferguson*: a man that was one-eighth African American wanted to sit on a train at the railroad but was prohibited because he was partially African American; in the end it was stated that segregation of the railroads did not violate the 14th amendment and was legal; *Brown v. Board of Education of Topeka*: the Brown family sued the Board of Education, saying that this issue violated the 14th amendment; it has changed the nation forever because segregation is no longer legal even if it is “separate but equal”)
- Includes few relevant facts, examples, and details (*Plessy v. Ferguson*: “separate but equal”; *Brown v. Board of Education of Topeka*: NAACP; Chief Justice Earl Warren); includes inaccuracies (*Brown v. Board of Education of Topeka*: a woman named Linda Brown had two daughters; after the case of *Brown v. Board of Education*, *Plessy v. Ferguson*’s case was no longer in effect)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that connects the 14th amendment to both cases

Conclusion: Overall, the response fits the criteria for Level 2. The response demonstrates some knowledge of the historical circumstances of each case but fails to clearly explain the decisions or to discuss the impacts in any meaningful way.

Practice Paper D—Score Level 0

The response:

Fails to develop the task

Conclusion: The response fits the criteria for level 0 because it demonstrates no understanding of the task and contains no relevant information about Supreme Court decisions.

Practice Paper E—Score Level 3

The response:

- Develops all aspects of the task with little depth for *Korematsu v. United States* and *Dred Scott v. Sanford*
- Is both descriptive and analytical (*Dred Scott v. Sanford*: Dred Scott sued for his freedom, since he was taken by his owner to the Wisconsin territory where slavery was illegal; the Court’s ruling made it clear that slaves were considered not to be people, but property; this having taken place in 1857, the nation was already divided on the slavery issue, and the Court’s ruling infuriated the abolitionists and made that division even larger; *Korematsu v. United States*: military wanted Japanese Americans living on the West Coast to be moved; Japanese Americans had always faced discrimination because of their different culture and appearance; the Supreme Court ruled against basic human rights, something that is supposedly an ideal of America; Congress voted to give reparations and an apology to all Japanese Americans who lived in the camps); includes faulty analysis (*Korematsu v. United States*: if the government had not complied with the people living on the West Coast, national unity would have been weakened)
- Includes some relevant facts, examples, and details (*Dred Scott v. Sanford*: slave state; free territory; protection of property; *Korematsu v. United States*: World War II; bombing of Pearl Harbor; internment camps; west coast; national security; Bill of Rights; dissent; never found guilty of espionage; fought for the United States in Europe)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that reiterates the power of the decisions over Americans’ lives

Conclusion: Overall, the response fits the criteria for Level 3. The discussion of *Korematsu v. United States* is more detailed than *Dred Scott v. Sanford*. Both discussions, however, would benefit from further development of the impacts of these Supreme Court cases.

United States History and Government Specifications January 2012

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Supreme Court Decisions; Constitutional Principles; Economic Systems; Migration; Citizenship	Standards 1, 4, and 5: United States and New York History; Economics; Civics, Citizenship, and Government
Document-based Essay	Economic Systems; Places and Regions; Culture and Intellectual Life; Civic Values; Government; Individuals, Groups, and Institutions	Standards 1, 2, 3, 4, and 5: United States and New York History; World History; Geography; Economics; Civics, Citizenship, and Government

Notes:

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

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

The *Chart for Determining the Final Examination Score for the January 2012 Regents Examination in United States History and Government* will be posted on the Department's web site at: <http://www.p12.nysed.gov/apda/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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