

RUSSIAN EDITION
UNITED STATES HISTORY AND GOVERNMENT
WEDNESDAY, JANUARY 28, 2004
1:15 p.m. to 4:15 p.m., only

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

ИСТОРИЯ И ГОСУДАРСТВЕННОЕ УСТРОЙСТВО США

Среда, 28 января 2004 г. — Время строго ограничено: с 13:15 до 16:15

Имя и фамилия ученика _____

Название школы _____

На соответствующей строке наверху напишите свое имя и название школы печатными буквами. Затем откройте последнюю страницу этого буклета; это страница для ответов на вопросы первой части экзамена (Часть I). Согните последнюю страницу вдоль перфорированной линии, а затем медленно и осторожно оторвите страницу для ответов на вопросы. Затем заполните заголовок своей страницы ответов на вопросы. После этого укажите печатными буквами свое имя и название школы в заголовке каждой страницы буклета для сочинения.

Экзамен состоит из трех частей. Вы должны ответить на **все** вопросы каждой части. Записывайте ответы только ручками с черной или темно-синей пастой.

Часть I содержит 50 вопросов с несколькими альтернативными вариантами ответа. Свои ответы на эти вопросы записывайте на отдельной странице для ответов.

Часть II содержит один вопрос для тематического сочинения. Запишите свой ответ на этот вопрос в буклете для сочинения, начиная со страницы 1.

Часть III основана на нескольких документах:

Эти документы содержатся в **Части III А**. За каждым документом следует не менее одного вопроса. Запишите свой ответ на каждый вопрос в экзаменационном буклете на строчках, которые следуют за этим вопросом. На первой странице этой части не забудьте указать свое имя и название школы.

Часть III В содержит один вопрос для сочинения, которое следует написать на основании информации, изложенной в указанных документах. Запишите свой ответ на этот вопрос в экзаменационном буклете, начиная со страницы 7.

Закончив отвечать на вопросы экзамена, Вы должны подписать заявление, напечатанное на странице для ответов Части I, о том, что до начала экзамена Вам не были незаконно известны ни экзаменационные вопросы, ни ответы на них, и что в ходе экзамена Вы никому не оказывали и ни от кого не получали помощь в ответе ни на один экзаменационный вопрос. Если Вы не подпишете это заявление, Ваша страница с ответами на вопросы не будет принята для проверки.

НЕ ОТКРЫВАЙТЕ ЭТОТ ЭКЗАМЕНАЦИОННЫЙ БУКЛЕТ, ПОКА НЕ БУДЕТ ПОДАН СИГНАЛ.

Часть I

Ответьте на все вопросы, которые содержатся в этой части.

Инструкция (к вопросам 1 – 50): Для ответа на каждый вопрос или утверждение проставьте на отдельной странице для ответов на вопросы *номер* того слова или выражения из предлагаемых на выбор, которое наилучшим образом завершает данное утверждение или отвечает на данный вопрос.

- 1 Какой из заголовков послужит наилучшим завершением нижеследующего частичного плана изложения?

I. _____

- A. Корреспондентские комитеты
- B. Соглашения о прекращении импорта
- C. Бостонское чаепитие
- D. Первый Континентальный конгресс

- (1) Протесты против рабовладения в американских колониях
- (2) Британский парламент принимает меры, чтобы наказать американских колонистов
- (3) Реакция колоний на торговую политику Великобритании
- (4) Попытки колонистов положить конец британской политике «пренебрежения во благо»

- 2 «Новый конгресс будет двухпалатным»
«Количество рабов будет учитываться из расчета: один раб равен трем пятым свободного человека»
«Президент будет выбираться голосами членов коллегии выборщиков»

Какой вывод относительно Конституционного Конвента наилучшим образом обосновывают эти заголовки?

- (1) Создатели Конституции были способны пойти на компромисс по важным вопросам.
- (2) Согласно новой Конституции штаты с небольшой площадью утрачивают влияние.
- (3) Результаты Конвента зависели от штатов с большим населением.
- (4) Согласно новой Конституции президент и Конгресс будут обладать равными полномочиями.

- 3 Какими полномочиями обладает как федеральное правительство, так и правительство штата Нью-Йорк?

- (1) устанавливать иммиграционные законы
- (2) взимать налоги
- (3) выдавать патенты и авторские права
- (4) выдавать паспорта

- 4 Неписаную конституцию [unwritten constitution] можно наилучшим образом определить как
- (1) поправки к Конституции Соединенных Штатов
 - (2) полномочия, которые Конституция закрепляет за штатами
 - (3) полномочия, которых Конституция лишает как Конгресс, так и штаты
 - (4) практическая деятельность правительства на основе традиций и обычаев

- 5 «Конгресс имеет право . . . издавать все законы, каковые будут необходимы и уместны для приведения в действие вышеперечисленных полномочий и всех других полномочий, предоставленных настоящей Конституцией правительству Соединенных Штатов или какому-либо департаменту или должностному лицу одного. . . »

Этот раздел Конституции США часто применялся в XX веке, чтобы

- (1) расширить контроль федерального правительства над торговлей между штатами
- (2) уменьшить число федеральных судов
- (3) отменить решения коллегии выборщиков
- (4) подвергнуть президента импичменту

- 6 Как в штате Нью-Йорк, так и в Соединенных Штатах Америки форма правления республиканская, потому что в них обоих есть

- (1) Билль о правах
- (2) писаная конституция
- (3) выборный законодательный орган
- (4) три ветви власти

- 7 В деле *Marbury v. Madison* (1803) Верховный Суд США расширил свои полномочия,

- (1) установив практику объявления действий Президента, Конгресса и любого государственного ведомства недействительными или неконституционными
- (2) поддержав право президента производить назначения
- (3) расширив значение личных свобод
- (4) объявив неконституционным принцип прав штатов

- 8 Одна схожая характеристика международной политики президентов Джорджа Вашингтона, Томаса Джефферсона и Джеймса Монро заключалась в том, что все они
- (1) отдавали предпочтение Франции перед Англией
 - (2) способствовали расширению колоний
 - (3) приходили на защиту латиноамериканских государств
 - (4) стремились избежать участия во внутривнутриполитической борьбе стран Европы
- 9 В Декларации общественного мнения, принятой на конференции в Сенека-Фолс в 1848 г., провозглашалось, что
- (1) необходимо отменить рабство
 - (2) все мужчины и женщины от рождения равны
 - (3) Калифорнию следует принять в Союз в качестве свободного штата
 - (4) продажу алкогольных напитков следует запретить
- 10 Один из сходных аспектов воздействия, которое оказали на Соединенные Штаты «Истекающий кровью Канзас» [bleeding Kansas], решение по делу Дреда Скотта и рейд Джона Брауна на Харперс-Ферри, состоит в том, что эти события
- (1) положили конец конфликту по поводу рабовладения на территориях
 - (2) ослабили напряженность в отношениях Севера и Юга
 - (3) способствовали созданию партии вигов
 - (4) затруднили достижение частичного компромисса
- 11 Закон о гомстедах 1862 года помог развитию Запада,
- (1) обеспечив поселенцам бесплатные земельные участки
 - (2) предоставив землю для строительства трансконтинентальных железных дорог
 - (3) позволив рабству распространиться на территориях
 - (4) поместив коренных американских индейцев в резервации
- 12 С 1880 г. по 1900 г. большинство иммигрантов, приезжавших в Соединенные Штаты, селилось в городах на восточном побережье, потому что
- (1) на заводах на Востоке страны было много рабочих мест
 - (2) на Среднем Западе оставалось мало сельскохозяйственных угодий, пригодных для заселения
 - (3) большинство иммигрантов приезжало из городов Европы
 - (4) по законам городов иммигрантам предоставлялись особые права и защита

В ответах на вопросы 13 и 14 воспользуйтесь приведенными ниже заявлениями выступающих и своими знаниями по общественным наукам.

Выступающий А: «Когда спрос был высоким, а предложение скудным, он проявлял мало снисхождения, отказывался от выполнения своих обязательств по контрактам на поставку и поднимал цены».

Выступающий В: «Богатый человек должен управлять своим состоянием «по доверенности» от имени общества и использовать его в филантропических и благотворительных целях».

Выступающий С: «Жестоко порочить богатых за то, что они преуспели. Они пускались в великие предприятия, которые обогатили страну, а страна обогатила их».

Выступающий D: «Плоды труда миллионов открыто крадут, чтобы создать колоссальные состояния для немногих, чему нет прецедента в истории человечества».

- 13 Какие двое выступающих, вероятнее всего, заклеили бы промышленников XIX века как *баронов-разбойников* [robber barons]?

- (1) А и В
- (2) А и D
- (3) В и С
- (4) С и D

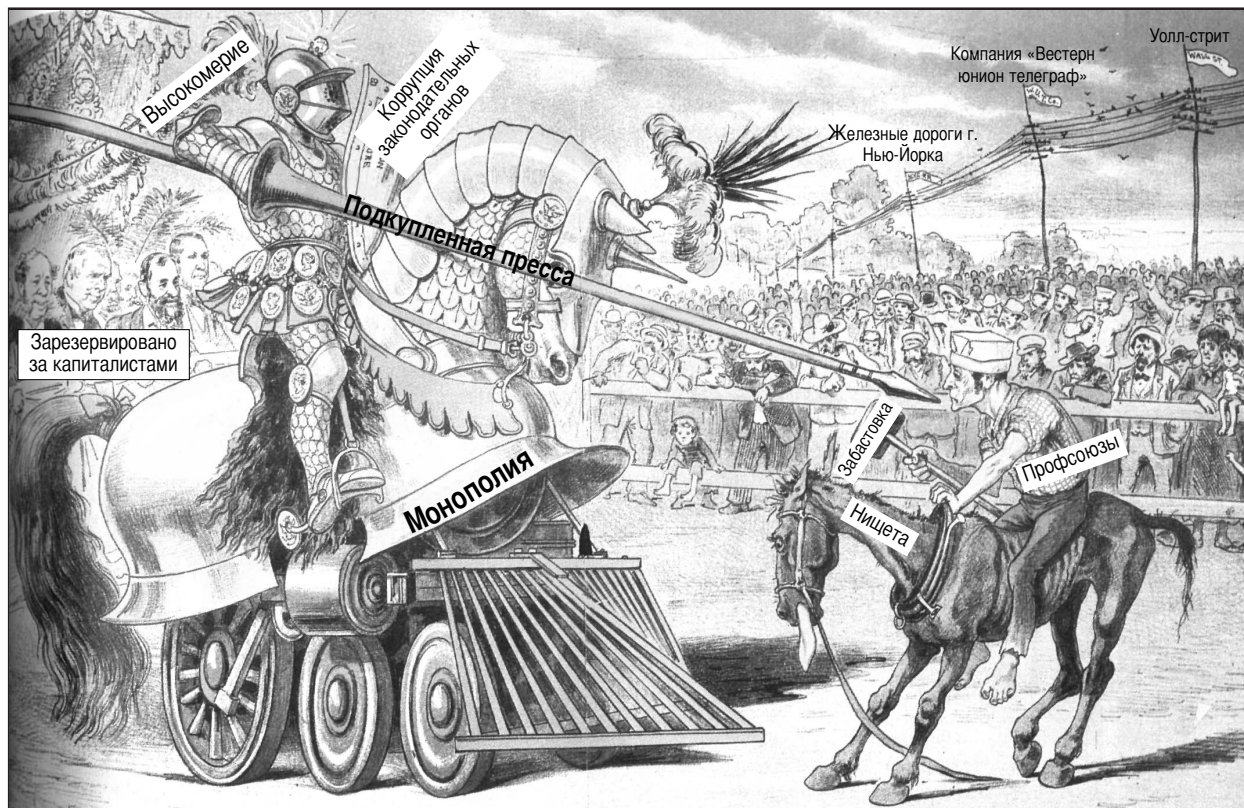
- 14 Наиболее обоснованный вывод, к которому можно прийти исходя из различных точек зрения этих выступающих, состоит в том, что промышленники конца XIX века

- (1) приносили обществу и пользу, и вред
- (2) относились к своим рабочим справедливо
- (3) прибегали к незаконным способам для получения богатства
- (4) вообще выступали против экономической системы свободного предпринимательства

- 15 По делу *Plessy v. Ferguson* (1896) Верховный Суд США постановил, что

- (1) штатам нельзя отделяться от Союза
- (2) расовая сегрегация носит конституционный характер
- (3) рабы являются имуществом, и их нельзя отбирать у владельцев
- (4) все западные территории должны быть открыты для рабовладения

В ответах на вопросы 16 и 17 воспользуйтесь следующей карикатурой и своими знаниями по общественным наукам.



Источник: Льюис Пол Тодд и Мерл Кэрти [Lewis Paul Todd and Merle Curti], *Формирование американской государственности* [Rise of the American Nation], изд. Harcourt Brace Jovanovich (адаптировано)

16 Какова основная идея этой карикатуры, относящейся к началу XIX века?

- (1) Профсоюзы получают контроль над большим бизнесом.
- (2) Большинство американцев поддерживает профсоюзное движение.
- (3) У бизнеса есть преимущества перед профсоюзами.
- (4) Правительству следует поддерживать расширение железных дорог.

17 В ответ на положение, изображенное на карикатуре, Американская федерация труда

- (1) организовала квалифицированных рабочих в профсоюзы
- (2) поощряла открытую иммиграцию
- (3) создавала коммерческие предприятия, владельцами которых были рабочие
- (4) создала единый профсоюз рабочих и фермеров

18 Принятие антитрестовского закона Шермана и антитрестовского закона Клейтона явилось попыткой

- (1) способствовать созданию новых трестов
- (2) поддерживать конкуренцию в бизнесе
- (3) увеличить капиталовложения в бизнес
- (4) ограничить деятельность иностранных корпораций

19 С 90-х годов XIX века и до начала Первой мировой войны Соединенные Штаты расширили свой доступ к зарубежным рынкам и сырью с помощью политики

- (1) сдерживания
- (2) империализма
- (3) изоляционизма
- (4) нейтралитета

В ответе на вопрос 20 воспользуйтесь помещенной ниже таблицей и своими знаниями по общественным наукам.

Законодательство Прогрессивной эры

Дата	Законодательство	Цель
1905 г.	Создана Служба охраны лесов США	Контроль над водными и лесными ресурсами страны
1906 г.	Закон о контроле качества мяса	Регулирование переработки мяса для обеспечения санитарных условий
1906 г.	Закон о контроле над производством пищевых продуктов и медикаментов	Запрещение недобросовестной маркировки пищевых продуктов и медикаментов
1913 г.	Создано Министерство труда США	Защита интересов трудящихся

20 Общая цель этих законодательных актов заключалась в

- (1) защите природных ресурсов страны
- (2) улучшении положения тех, кто недавно иммигрировал в Соединенные Штаты
- (3) содействии росту большого бизнеса
- (4) заботе об общем благосостоянии американского общества

21 Какое событие является самой подходящей мерой успеха движения Популистской партии в 90-е годы XIX века?

- (1) Эта партия вытеснила одну из двух крупнейших партий.
- (2) Эта партия получила дополнительную поддержку среди руководителей бизнеса.
- (3) Два кандидата от этой партии были избраны президентами.
- (4) Несколько реформ, предлагаемых этой партией, обрели форму законов.

22 Провозглашенная в 1899 г. политика «открытых дверей» была первоначально принята, чтобы обеспечить Соединенным Штатам возможность

- (1) ограничить иммиграцию китайцев
- (2) предотвратить превращение Китая в колонию Японии
- (3) получить равные права в торговле с Китаем
- (4) способствовать развитию демократии в Китае

23 Во время Прогрессивной эры Джейн Аддамс откликнулась на условия жизни горожан, работая над созданием

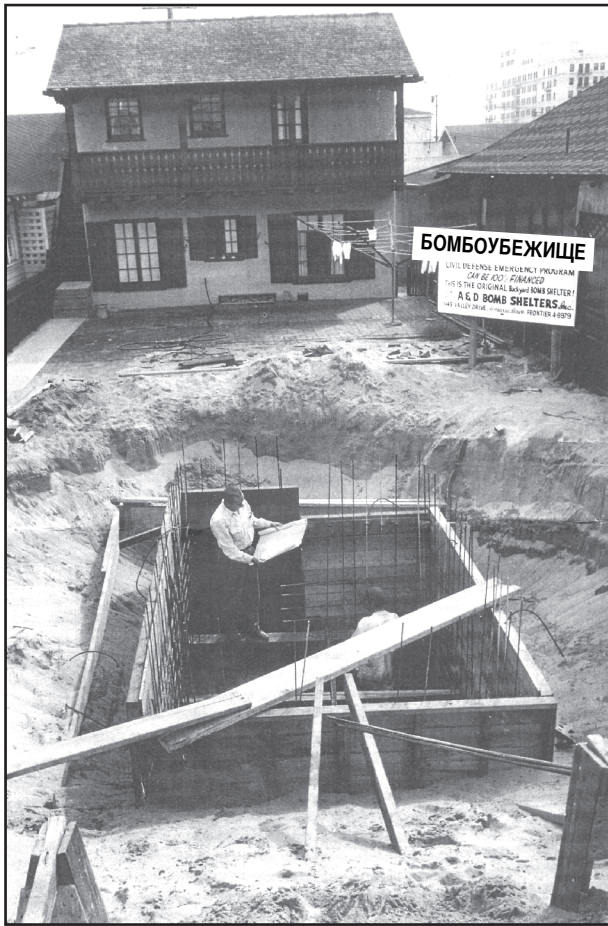
- (1) центров социальной помощи, которые оказывали помощь бедноте
- (2) газет, которые помогали информировать американцев об условиях жизни в трущобах
- (3) законов, которые ограничивали определенные группы иммигрантов
- (4) бесплатных государственных школ, расположенных в бедных районах городов

24 Во время Первой мировой войны многие американки содействовали усилению поддержки суфражистского движения,

- (1) протестуя против войны
- (2) поступая на военную службу
- (3) лоббируя за создание детских дошкольных учреждений
- (4) работая в промышленности в военное время

- 25 После окончания Первой мировой войны Сенат Соединенных Штатов отказался ратифицировать Версальский договор, главным образом, потому, что этот договор
- (1) не включал в себя большинство из «Четырнадцати пунктов» президента Вильсона
 - (2) не наказывал Германию за развязывание войны
 - (3) содержал положения, которые могли бы втянуть США в зарубежные конфликты
 - (4) не предусматривал сокращения вооружений
- 26 Миграция афроамериканцев на Север во время Первой мировой войны и после нее явилась, главным образом, результатом
- (1) успешной десеграции армии
 - (2) усилий движения за гражданские права
 - (3) наличия новых рабочих мест на фабриках
 - (4) влияния программ позитивных действий
- 27 В 20-е годы XX века полемика вокруг суда над Скоупсом, «сухого закона» и поведения «эмансипированных» женщин [«flappers»] выражала разногласия по поводу
- (1) возврата к нормальной жизни
 - (2) традиционных ценностей и меняющегося уклада жизни
 - (3) причин Великой депрессии
 - (4) выгод новой техники
- 28 Одна из крупных целей принятия законов об иммиграции в 20-е годы XX века заключалась в том, чтобы
- (1) позволить неограниченную иммиграцию из Юго-Восточной Азии
 - (2) обеспечить одинаковое количество иммигрантов из всех стран
 - (3) оказать предпочтение богатым и образованным иммигрантам
 - (4) применить квоты для ограничения иммиграции из Южной и Восточной Европы
- 29 Какие условия являются наиболее типичными для экономической депрессии?
- (1) высокая безработица и перепроизводство
 - (2) крупные коммерческие капиталовложения и низкие налоги
 - (3) избыток денег в обращении и высокие цены на акции
 - (4) высокая занятость и повышенные капиталовложения в недвижимость
- 30 Новый курс пытался решить многие проблемы Великой депрессии с помощью
- (1) предоставления федеральной помощи многим секторам экономики
 - (2) снижения налогов на крупный бизнес, чтобы стимулировать создание рабочих мест
 - (3) снижения федеральных расходов, чтобы сохранить сбалансированный бюджет
 - (4) снижения иностранной конкуренции путем повышения пошлин
- 31 Президент Франклин Д. Рузвельт пытался создать численный перевес своих сторонников в Верховном Суде США, но Конгресс его не поддержал. Эта ситуация является примером того, как
- (1) Конгресс подрывает принцип разделения властей
 - (2) президент пользуется неписаной конституцией
 - (3) используется система сдержек и противовесов
 - (4) одна ветвь государственной власти сохранила федерализм
- 32 В 30-е годы XX века Конгресс пытался избежать ситуаций, которые привели к участию Соединенных Штатов в Первой мировой войне, путем
- (1) принятия закона о призыве в мирное время
 - (2) принятия ряда законов о нейтралитете
 - (3) санкционирования депортации членов Коммунистической партии США
 - (4) перемещения американцев японского происхождения в лагерь для интернированных
- 33 Во время Второй мировой войны федеральное правительство прибегло к системе нормированного распределения, чтобы
- (1) предотвратить рост цен на вооружение
 - (2) увеличить пособие на образование для ветеранов
 - (3) увеличить импорт дефицитных товаров
 - (4) обеспечить больше ресурсов для армии
- 34 В чем заключалась основная цель «Солдатского билля», принятого Конгрессом незадолго до окончания Второй мировой войны?
- (1) предложить оборонной промышленности займы под низкий процент
 - (2) предоставить экономическую помощь ветеранам
 - (3) сдерживать распространение международного коммунизма
 - (4) расширить возможности для профессиональной карьеры в армии

В ответе на вопрос 35 воспользуйтесь фотографией, помещенной ниже, и своими знаниями по общественным наукам.

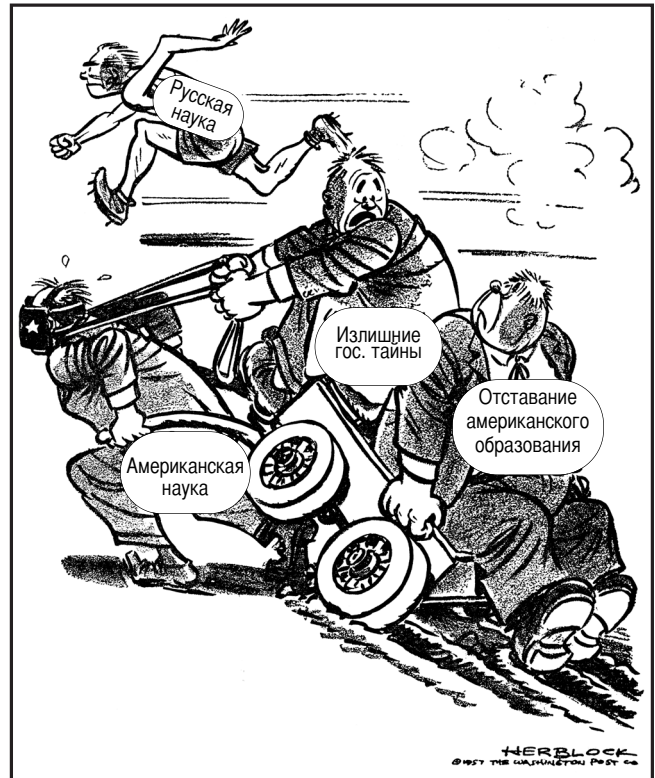


Источник: Лумис Дин (Dean Loomis), журнал *Лайф* (Life) (адаптировано)

- 35 Что говорит эта фотография о жизни в Соединенных Штатах в 50-е годы XX века?
- (1) Предпринимались чрезвычайные меры, чтобы скрыть атомное оружие.
 - (2) Страна стала единственной ядерной сверхдержавой.
 - (3) Холодная война привела к широко распространенному страху.
 - (4) В случае ядерной атаки не пострадали бы только правительственные чиновники.
-
- 36 Быстрый рост личных доходов в первое десятилетие после Второй мировой войны способствовал
- (1) снижению рождаемости
 - (2) крупной экономической депрессии
 - (3) расширению среднего класса
 - (4) дефицит предметов роскоши

В ответе на вопрос 37 воспользуйтесь помещенной ниже карикатурой и своими знаниями по общественным наукам.

«Ты удивлен, что нам не угнаться?»



Источник: Херблок (Herblock), *Вашингтон пост* (Washington Post) (адаптировано)

- 37 Какое событие 50-х годов XX века, вероятнее всего, привело к публикации этой карикатуры?
- (1) Русские космонавты высадились на Луне.
 - (2) Советский Союз запустил искусственный спутник.
 - (3) Соединенные Штаты потерпели поражение в войне во Вьетнаме.
 - (4) Американские учащиеся показали низкие результаты по тестам по математике и естествознанию.
-
- 38 Чем закончился Карибский кризис 1962 г.?
- (1) Куба стала коммунистическим государством.
 - (2) Соединенные Штаты захватили военное господство над Кубой.
 - (3) Советский Союз вывез свои ядерные ракеты с Кубы.
 - (4) Фидель Кастро встретился с президентом Джоном Кеннеди.

- 39 С помощью политики разрядки президент Ричард Никсон пытался
- (1) снизить напряженность в отношениях между Советским Союзом и Соединенными Штатами
 - (2) улучшить отношения с Латинской Америкой
 - (3) содействовать демократическому правлению в Китае
 - (4) укрепить связи с Западной Европой
- 40 « . . . Наше решение по вопросу об энергии будет испытанием характера американского народа и способности президента и Конгресса управлять. Это трудное решение явится «моральным эквивалентом войны», но только мы объединим усилия для созидания, а не разрушения. . . . »

— Президент Джими Картер
Обращение к нации, 18 апреля 1977 г.

Президент Картер осуществил эти идеи на практике,

- (1) остановив строительство атомных электростанций
- (2) увеличив импорт нефти из-за границы
- (3) ратуя за развитие альтернативных источников топлива
- (4) заморозив цены на все нефтепродукты

В ответе на вопрос 41 воспользуйтесь помещенной ниже карикатурой и своими знаниями по общественным наукам.



«Кто бы ни победил, получит мандат на то, чтобы просиживать это кресло в течение последующих четырех лет».

Источник: Брюс Битти (Bruce Beattie), Дэйтона-Бич ньюс-джорнэл (Daytona Beach News-Journal). (адаптировано)

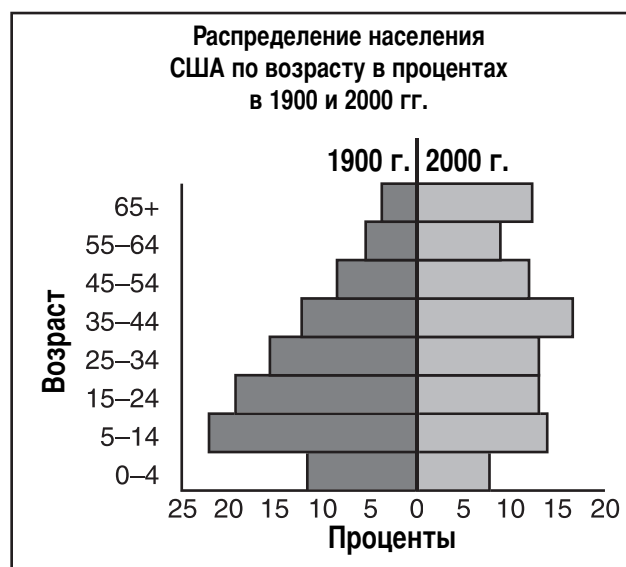
- 41 Этой карикатурой, относящейся ко времени президентских выборов 2000 г., ставших предметом судебного спора, автор хочет сказать, что победитель, возможно,
- (1) предлагает программы, которые не пользуются сильной поддержкой в народе
 - (2) сможет легко добиться переизбрания в 2004 г.
 - (3) успешно выполнит свои обещания, данные в ходе предвыборной кампании
 - (4) не сможет претендовать на победу в коллегии выборщиков

- 42 «Клинтон предлагает экономическую помощь России»
«Американцы отправляют миротворческие силы в Боснию»
«США перебрасывают самолетами продукты и медикаменты в Сомали»

Эти заголовки являются иллюстрацией того, что во внешней политике США в 90-е годы XX века делался упор на

- (1) сдерживание
- (2) коллективную безопасность
- (3) участие в международных делах во всем мире
- (4) нейтралитет

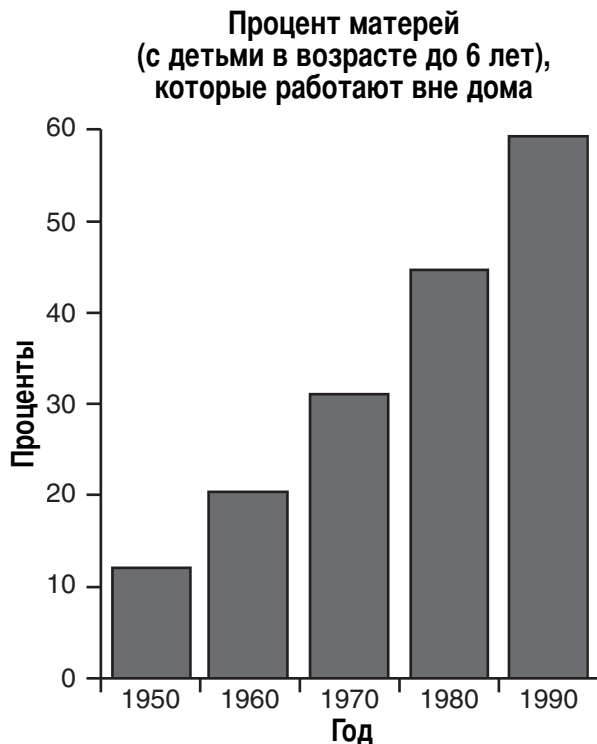
В ответе на вопрос 43 воспользуйтесь приведенной ниже диаграммой и своими знаниями по общественным наукам.



Источник: Бюро переписи населения США (адаптировано)

- 43 Показанные на диаграмме изменения обосновывают появившуюся недавно озабоченность американцев относительно
- (1) будущего программ социального страхования и «Медикэр»
 - (2) возврата к аграрному обществу
 - (3) избытка работников здравоохранения
 - (4) нехватки школ и колледжей
- 44 Федеральная резервная система влияет на экономическую ситуацию в Соединенных Штатах,
- (1) регулируя количество денег, находящихся в обращении
 - (2) предоставляя прямые займы фермерам и мелким предпринимателям
 - (3) обеспечивая выполнение строгого антитрестовского законодательства
 - (4) контролируя импорт товаров из других стран

В ответах на вопросы 45 и 46 воспользуйтесь приведенной ниже диаграммой и своими знаниями по общественным наукам.



Источник: *Зеленая книга 1996 г. [1996 Green Book]*,
Министерство труда США Бюро трудовой статистики (адаптировано)

- 45 Какое из нижеследующих утверждений самым очевидным образом подтверждается данными диаграммы?
- (1) В 1990 г. было больше детей в возрасте до 6 лет, чем в 1950 г.
 - (2) Начиная с 1990 г. женщины составляют больше половины числа работающих.
 - (3) Разрыв между доходами мужчин и женщин уменьшился.
 - (4) Все меньше женщин сидят дома и воспитывают своих маленьких детей.
- 46 Лицо, являющееся кандидатом на официальную должность, вероятно, сделало бы из этой диаграммы вывод о том, что общественность будет приветствовать усиление государственной поддержки
- (1) роста помощи иностранным государствам
 - (2) учреждений здравоохранения
 - (3) детских дошкольных учреждений
 - (4) колледжей и университетов

- 47 Уильям Ллойд Гаррисон, Хэрриет Табмэн и Хэрриет Бичер-Стоу более всего известны своей работой, направленной на

- (1) создание бесплатных государственных школ
- (2) организацию движения за введение «сухого закона»
- (3) расширение прав женщин
- (4) противодействие рабовладению

- 48 Какой из заголовков послужит наилучшим завершением нижеследующего частичного плана изложения?

I. _____

- A. Политика «открытых дверей»
- B. Восстание в Панаме (1903 г.)
- C. Поправка Рузвельта
- D. Доктрина Трумэна

- (1) Внутренние программы в США
- (2) События времен Холодной войны
- (3) Интервенционизм Соединенных Штатов
- (4) Попытки изоляционизма

- 49 Рейчел Карсон и Рэлф Нейдер похожи на «разгребателей грязи» [«muckrakers»] времен Прогрессивной эры, потому что они

- (1) выступали за полное изменение структуры государства
- (2) пытались вскрывать проблемы общества
- (3) не сумели повлиять на общественное мнение
- (4) поддерживали антиамериканскую деятельность

- 50 В какой войне доктрина «предназначения судьбы» использовалась для оправдания действий правительства США?

- (1) Война за независимость
- (2) Американско-мексиканская война
- (3) Гражданская война
- (4) Война во Вьетнаме

Ответы на вопросы для сочинения должны быть записаны в отдельном буклете для сочинения.

В работе над ответом к Части II обязательно учтите следующее общее определение:

- (а) «обсуждать» означает «высказывать соображения о чем-либо, опираясь на факты, доказательства и аргументы; представлять с некоторыми подробностями»

Часть II

ВОПРОС ДЛЯ ТЕМАТИЧЕСКОГО СОЧИНЕНИЯ

Инструкции: Напишите сочинение по хорошо организованному плану, в котором должны быть: введение, несколько абзацев, посвященных указанному ниже заданию, и заключение.

Тема: Изменение Конституции

Поправки к Конституции США изменяют наше государство и наше общество.

Задание:

Назовите *две* поправки к Конституции США и в отношении *каждой* из них:

- Обсудите исторические обстоятельства, приведшие к принятию этой поправки.
- Обсудите, как эта поправка изменила государство в Соединенных Штатах и/или американское общество.

Вы можете воспользоваться любой поправкой к Конституции, которую изучали по истории США. К числу предлагаемых вариантов, которые вы, возможно, пожелаете рассмотреть, относятся 1-я поправка — гражданские свободы (1791), 15-я поправка — право голоса (1870), 16-я поправка — подоходный налог (1913), 17-я поправка — избрание сенаторов (1913), 18-я поправка — «сухой закон» (1919), 19-я поправка — право голоса для женщин (1920), или 22-я поправка — ограничение срока пребывания на посту президента (1951).

Вы не обязаны ограничиваться только указанными предложениями.

Общие указания:

В своем сочинении Вы должны:

- Осветить все аспекты *Задания*
- Раскрыть тему, приведя соответствующие факты, примеры и подробности
- Следовать логичному и ясному плану изложения
- Включить введение и заключение, которые представляют собой больше, чем простой пересказ *Темы*

В работе над ответом к Части III учтите следующие общие определения:

- (а) «**обсуждать**» означает «высказывать соображения о чем-либо, опираясь на факты, доказательства и аргументы; представлять с некоторыми подробностями»
- (б) «**оценить**» означает «изучить что-либо и высказать суждение относительно его значения, важности или состояния; определить ценность чего-либо»

Часть III

ВОПРОС, ОСНОВАННЫЙ НА ПРИЛАГАЕМЫХ ДОКУМЕНТАХ

Этот вопрос основан на документах, которые прилагаются к буклету (документы 1– 8). Он предназначен для проверки умения работать с историческими документами. Некоторые документы были специально отредактированы для данного вопроса. Во время анализа документов обращайте внимание на источник каждого документа и на ту точку зрения, которая, возможно, представлена в документе.

Исторический контекст:

Хотя американцы высоко ценят образование, доступ к официальному образованию не всегда был у всех. Начиная с времен колонистов, возможности получения образования становятся достоянием все большего количества людей в США.

Задание: Пользуясь информацией, представленной в документах, и собственными знаниями по истории США, ответьте на вопросы, которые приводятся после каждого документа в части А. Ответы на эти вопросы помогут Вам написать сочинение в Части В, в котором Вам нужно:

- Обсудить усилия, предпринятые отдельными лицами и государством (на федеральном уровне, уровне штатов и местном уровне) для распространения возможностей получения образования в американском обществе
- Оценить, насколько эти усилия были успешны

Часть А

Вопросы для кратких ответов

Инструкции: Изучите документы и ответьте на вопросы для кратких ответов, поставленные после каждого документа, используя отведенные для этого пустые строки.

Документ 1

Ордонанс о земле 1785 г. установил порядок планомерной землемерной съемки и продажи государственных земель на Северо-Западной Территории. Помещенная ниже сетка показывает нумерацию земельных секций для продажи в тауншипе.



- 1 Каким образом, в соответствии с этой сеткой, Ордонанс о земле 1785 г. поощрял образование на Северо-Западной Территории? [1]

Score-Баллы

. . . Эти замечания подводят нас к следующему вопросу: что в предлагаемой здесь программе образования для женщин содержится такого, что могло бы воспитать и сохранить у женщин богатых семей ту чистоту нравов, которая признана столь существенной для благосостояния страны и столь необходимой для существования республиканской формы правления?

- [1] Развивая в женщинах понимание и развивая и укрепляя их умственные способности, от них можно было бы ожидать поступков, продиктованных более разумом, нежели модой или прихотью [непредсказуемостью].
- [2] После того, как их разум таким образом укреплен, их обучали бы системам морали, соблюдение которой обеспечивается предписаниями религии; и от них можно было бы ожидать более справедливых и широких взглядов на свой долг, а также более сильных и возвышенных побуждений к его исполнению.
- [3] В такой программе образования содержится все, что можно сделать, чтобы уберечь молодых женщин от презрения к полезному труду. Ученицы привыкли бы к нему в сочетании с высокими произведениями литературы и элегантными занятиями изящными искусствами; и можно было бы надеяться, что в силу как привычки, так и опыта, они в своей последующей жизни будут относиться к нему с уважением. . . .

Источник: Эмма Уиллард [Emma Willard],
«Обращение к общественности, и особенно к членам законодательного собрания штата Нью-Йорк,
с предложением программы улучшения образования женщин» ["An Address to the Public,
Particularly the Members of the Legislature of New York, Proposing a Plan for Improving Female Education"], 1819 г.

- 2 На основании этого отрывка назовите *одну* причину, по которой, как полагала Эмма Уиллард, образование окажет благотворное воздействие на женщин. [1]

Score-Баллы

Документ 3

. . . Таким образом, образование, более чем какое бы то ни было иное придуманное человеком средство, является великим фактором, уравнивающим общественное положение людей, — маховиком в общественной машине. Здесь я не имею в виду того, что оно столь возвышает моральную природу, что угнетение других людей начинает вызывать презрение и ненависть. Эта идея относится к другому атрибуту образования. Но я хочу сказать, что оно дает каждому человеку независимость и средства для сопротивления эгоизму других людей. Оно делает больше, чем устраняет враждебность бедняков к богачам; оно предотвращает бедность. Движение за аграрную реформу [движение за улучшение экономического положения фермеров] — это месть бедности, направленная против богатства. Бессмысленное уничтожение чужой собственности, — сжигание стогов сена и кукурузы, разрушение машин, потому что они вытесняют ручной труд, обливание купоросом [едким веществом] богатых платьев, — это всего лишь движение за аграрную реформу, перешедшее в помешательство. Образование предотвращает и месть, и помешательство. С другой стороны, товарищеское чувство по отношению к представителям своего класса или касты — это общий инстинкт всех сердец, не погрязших в эгоистических личных или семейных соображениях. Расширяя класс или касту культурных людей, распространение образования откроет более широкий простор, который должны будут охватить социальные чувства; и если бы это образование было всеобщим и полным, оно бы сделало больше, чем все остальное, для стирания искусственных различий в обществе

— Хорас Манн (Horace Mann), *12-й Ежегодный отчет секретаря Совета по вопросам образования штата Массачусетс* [12th Annual Report of the Secretary of the Massachusetts Board of Education], 1848 г.

Источник: ред. Лоуренс Кремин [Lawrence Cremin], *Республика и школа: Хорас Манн об образовании свободных людей* [The Republic and the School: Horace Mann on the Education of Free Men], изд. Колумбийского университета [Columbia University]

3 На основе этого отрывка назовите **две** причины, по которым, как полагал Хорас Манн, муниципальное образование окажет благотворное воздействие на американское общество. [2]

(1) _____	Score-Баллы	<input type="text"/>
(2) _____	Score-Баллы	<input type="text"/>

Документ 4



Источник: Эндрю Клейтон и др., [Andrew Cayton et al.], *Тропы к настоящему* [Pathways to the Present], изд. Prentice Hall (адаптировано)

4a В соответствии с этой фотографией, какие меры предприняло федеральное правительство, чтобы расширить возможности образования для афроамериканцев в период после Гражданской войны? [1]

Score-Баллы

Наши занятия начались — несмотря на угрозы со стороны белых и страх, который из-за этого испытывали негры, — с двадцатью семью учениками, из которых лишь четверо умели читать хотя бы простейшие слова. К концу шестой недели к нам записались восемьдесят пять человек, причем только пятнадцать из них не умели читать. За семь лет, которые я проработала учительницей на Севере, я никогда не видела подобного стремления к учебе и активным успехам. Ослабнет ли со временем это стремление — все еще остается вопросом. Я не очень опасаясь, что так случится. Пока же хорошо «ковать железо, пока горячо». Вы сможете получить некоторое представление об их нынешнем воодушевлении, если я вам скажу, что трое из них каждое утро приходят к нам пешком за четыре мили, а затем возвращаются после пяти часов занятий. Некоторые приходят к нам за три мили, а многие за две или две с половиной. . . .

— Мэри С. Бэтти [Mary S. Battey], школьная учительница, Андерсонвилл, штат Джорджия, 1866 г.

Источник: Герда Лернер [Gerda Lerner], *Женский опыт: американский сборник документов* [The Female Experience: An American Documentary], изд. Bobbs-Merrill Company

b Согласно этому отрывку, какое воздействие оказали на учеников-афроамериканцев на юге возможности получения образования в 1866 г.? [1]

Score-Баллы

Документ 5

Индия Харрис Симмонс приехала из Огайо в Канзас к своим родителям, которые жили на гомстеде, и вскоре была назначена первой школьной учительницей в школьном округе Прери-Рейндж на северо-западе округа Керни.

. . . На скамейке возле учеников лежали стопки разношерстных книг, которые каждый привез из того штата, о котором говорил «у нас дома». Грифельные доски, которым предстояло заменить и классную доску, и блокноты, были всех размеров и видов, от крохотной, в покрытой красным фетром рамке и с привязанным к ней веревочкой карандашом, - у Джимми, до большой двойной, в широких самодельных рамках, соединенных крепкими шарнирами и покрытых глубоко вырезанными инициалами и сердечками, - у Мэри. Она нашла ее среди упакованных книг своего дедушки, которыми тот пользовался всю дома в Огайо. Тут были учебники истории из Иллинойса, буквари и прописи из Айовы, книги для чтения из городских школ Сент-Луиса, и даже несколько старых букварей в синем переплете с их пятисложными головоломками.

Из этого пестрого разнообразия учительница выкраивала задания и распределяла детей по классам, исключительно по своему усмотрению. Ученики были лишены удовольствия ходить в школу так давно, что они были рады получить возможность учиться, а их быстрые успехи говорили о том, что по большей части, дети происходили из культурных семей. Да, подвесного глобуса для объяснения математической географии у нас не было, но яблоко и мяч сослужили нам вполне хорошую службу. Не было у нас и коробки с новейшими настенными картами на валиках, но для наших целей годились и большие карты в книгах, если тщательно держать их в правильном положении. . . .

— Индия Харрис Симмонс (1888 г.)

Источник: Джоанна Стрэттон [Joanna Stratton], *Женщины – первые поселенцы: голоса с Канзасского Фронтiera* [Pioneer Women: Voices from the Kansas Frontier], Simon and Schuster

- 5 На основе этого документа, назовите **два** способа, которыми Индия Харрис Симмонс использовала имеющиеся у нее материалы, чтобы обучать детей в школе. [2]

(1) _____

Score-Баллы

(2) _____

Score-Баллы

ГРЭНАЙТ-СИТИ ШКОЛЫ АМЕРИКАНИЗАЦИИ

По
понедельникам
и четвергам, в
19:30



Андервуд и Андервуд

Эти два человека – братья. Один из них - американский гражданин, а другой только что приехал с их старушкой-матерью в нашу страну. Посмотрите на различие в их одежде и облике. Америка – великая страна. В Америке у каждого есть шанс. Каждому, кто приезжает в Америку из европейской страны, следовало бы научиться американскому языку и стать американским гражданином. Если люди, которые приезжают в Америку, не станут американцами, наша страна скоро станет похожа на европейские страны.

С
понедельника,
27 сентября
1920 г.

ШКОЛЫ:

СРЕДНЯЯ ШКОЛА, НА УГЛУ УЛИЦ 20-й и D
ЛИНКЛЬН-ПЛЕЙС, ПАСИФИК-АВЕНЮ, д. 917

ШКОЛА «ЛИБЕРТИ», НА УГЛУ УЛИЦ 20-й и O
ШКОЛА им. МЭДИСОНА, МЭДИСОН-АВЕНЮ, д. 1322

Сохрани величие Америки.

**Стань американским
гражданином.**

Выучи язык.

«Пресс-рекорд паблшинг кампэни»



ул. D, д. 1834, Грэнайт-Сити, Иллинойс

Дело 27671/44, дела об американизации, документы Службы иммиграции и натурализации, группа документов 85
Источник: Обучение с помощью документов: использование первоисточников из Национального архива (Teaching With Documents: Using Primary Sources From the National Archives), совет трастового фонда Национального архива (адаптировано)

6 В соответствии с этим плакатом, какое преимущество дало бы иммигрантам посещение школы американизации? [1]

Score-Баллы

СОСТОЯНИЕ ОБРАЗОВАНИЯ ЧЕРНОЕ И БЕЛОЕ

... В среднем, Южные штаты тратили вдвое меньше на образование чернокожего ребенка, чем на образование белого. Капиталовложения в сооружения [здания] школ для белых были в четыре раза выше, а зарплата белых учителей на 30 процентов выше.

Семнадцать штатов, практикующих сегрегацию, тратили 42 миллиона долларов на перевозку на автобусах белых детей — но меньше 1 миллиона на негров.

Срединные значения продолжительности обучения в штатах, практикующих сегрегацию, и в Вашингтоне, округ Колумбия, составили 8,4 года для белых и 5,1 года для негров. В процентном выражении школу оканчивало вчетверо больше белых, чем негров.

Штаты, практикующие сегрегацию, тратили 86 миллионов долларов на колледжи для белых и 5 миллионов долларов на колледжи для негров. Существовал 1 аккредитованный медицинский факультет для негров и 29 для белых; 1 аккредитованный фармацевтический факультет для негров и 40 для белых; 1 юридический факультет для негров и 40 для белых. Не было ни одного инженерного факультета для негров, а для белых было 36.

Согласно оценкам, в 1946 г. четверть всего негритянского населения была функционально неграмотной. ...

Источник: Хэролд Эванс и др. [Harold Evans et al.], *Американское столетие* [The American Century], изд. Alfred A. Knopf (адаптировано)

- 7 На основании этого документа, назовите *два* аспекта, в которых доктрина «раздельного, но равного» оборачивалась неравенством в области образования в сегрегированных штатах до 1954 г. [2]

(1) _____

Score-Баллы

(2) _____

Score-Баллы

Документ 8

. . . Сегрегация белых и цветных детей в государственных школах оказывает пагубное воздействие на цветных детей. Это воздействие еще больше, когда оно санкционировано законом, поскольку обычно политика разделения рас толкуется в значении более низкого положения негров как группы. Чувство неполноценности влияет на стремление ребенка к учебе. Значит, сегрегация по предписанию закона имеет тенденцию замедлять образовательное и умственное развитие чернокожих детей и лишать их некоторых благ, которыми они пользовались бы при расово интегрированной системе образования.

Каков бы ни был уровень психологических знаний во время дела *Plessy v. Ferguson*, но этот вывод поддерживается многочисленными современными авторитетами. Все формулировки в деле *Plessy v. Ferguson*, противоречащие этому выводу, отклоняются.

Мы приходим к выводу, что в сфере государственного образования нет места для доктрины «раздельного, но равного». Раздельные образовательные учреждения не равны по своей сути. Поэтому мы полагаем, что истцы и другие лица в подобном положении, от имени которых подан иск, по причине сегрегации, на которую они жалуются, лишены равной защиты законами, которую гарантирует Четырнадцатая поправка к Конституции. Настоящее решение делает ненужным всякое обсуждение того, нарушает ли эта сегрегация также положение о надлежащей правовой процедуре, содержащееся в Четырнадцатой поправке

— Председатель Верховного Суда Эрл Уоррен, Мотивированное судебное решение по делу *Brown v. Board of Education of Topeka* (1954)

- 8 Согласно этому документу, какое постановление вынес суд относительно доктрины «раздельного, но равного» в применении к государственным школам? [1]

Score-Баллы

Часть В

Сочинение

Инструкция: Напишите сочинение по хорошо продуманному плану, в котором должны быть: введение, несколько абзацев и заключение. В тексте сочинения используйте информацию как минимум из *пяти* документов. В подтверждение своего ответа приведите соответствующие факты, примеры и подробности. Дополните сочинение информацией, полученной из других источников.

Исторический контекст:

Хотя американцы высоко ценят образование, доступ к официальному образованию не всегда был у всех. Начиная с времен колонистов, возможности получения образования становятся достоянием все большего количества людей в США.

Задание: Пользуясь информацией из этих документов и своими знаниями по истории США, напишите сочинение, в котором Вы

- Обсудите усилия, предпринятые отдельными лицами и государством (на федеральном уровне, уровне штатов и местном уровне) для распространения возможностей получения образования в американском обществе
- Оцените, насколько эти усилия были успешны

Общие указания:

В своем сочинении Вы должны

- Выполнить все аспекты *Задания*, точно проанализировав и проинтерпретировав как минимум *пять* документов
- Использовать информацию из документов в тексте сочинения
- Использовать соответствующую информацию из других источников в тексте сочинения
- Привести соответствующие факты, примеры и подробности
- Следовать логичному и ясному плану изложения
- Включить введение и заключение, которые представляют собой больше, чем простой пересказ *Исторического Контекста*

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

ИСТОРИЯ И ГОСУДАРСТВЕННОЕ УСТРОЙСТВО США

Среда, 28 января 2004 г. — Время строго ограничено: с 13:15 до 16:15

Страница для ответов на вопросы

Имя и фамилия ученика Пол: ☐ Муж. ☐ Жен.

Преподаватель

Название школы

Запишите свои ответы на вопросы Части I на этой странице для ответов; запишите свои ответы на вопросы Части III A в экзаменационном буклете; запишите свои ответы на вопросы Частей II и III B в отдельном буклете для сочинений.

FOR TEACHER USE ONLY

Part I Score _____

Part III A Score _____

Total Part I and III A Score

Part II Essay Score _____

Part III B Essay Score _____

Total Essay Score

Final Score
(obtained from conversion chart)

Часть I

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

No.
Right

После того, как Вы закончите отвечать на вопросы экзамена, Вы должны подписать приведенное ниже заявление.

Настоящим, по завершении настоящего экзамена, я подтверждаю, что до начала экзамена мне не были незаконно известны ни экзаменационные вопросы ни ответы на них, и что в ходе экзамена я никому не оказывал(-а) и ни от кого не получал(-а) помощь в ответе ни на один экзаменационный вопрос.

Подпись

Линия отрыва

Линия отрыва

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Wednesday, January 28, 2004 — 1:15 to 4:15 p.m., only

SCORING KEY AND RATING GUIDE

Mechanics of Rating

The following procedures are to be used in rating 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 Administering and Scoring Regents Examinations in Global History and United States History and Government*.

Scoring the Part I Multiple-Choice Questions

On the detachable answer sheet, indicate by means of a checkmark each incorrect or omitted answer to multiple-choice questions; do not place a checkmark beside a correct answer. Use only red ink or red pencil. In the box provided on the answer sheet, record the number of questions the student answered correctly in Part I.

Contents of the Rating Guide

For both **Part II** (thematic) and **Part III B** (DBQ) essays:

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

For **Part III A** (scaffold or open-ended questions):

- A question-specific rubric

United States History
and Government
January 28, 2004

Part I

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

UNITED STATES HISTORY and GOVERNMENT

Rating the Essay Questions

- (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.

Rating the Scaffold (open-ended) Questions

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

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

United States History and Government
Content-Specific Rubric
Thematic Essay—January 2004

Theme: Constitutional Change

Amendments to the United States Constitution have changed our government and our society.

Task: Identify *two* amendments to the United States Constitution and for *each*:

- Discuss the historical circumstances that led to the adoption of the amendment
- Discuss how the amendment changed the United States government and/or American society

You may use any constitutional amendment from your study of United States history. Some suggestions you might wish to consider include the 1st Amendment - personal freedoms (1791), 15th Amendment - right to vote (1870), 16th Amendment – income tax (1913), 17th Amendment - election of senators (1913), 18th Amendment – Prohibition (1919), 19th Amendment – suffrage (1920), or 22nd Amendment - term limits (1951).

Scoring Notes:

1. The amendments do not need to be identified specifically by number or date.
2. The discussion of how the amendments changed the United States government and/or American society can be related to an immediate change or to a long-term change.
3. The response does not need to identify whether the change was to the United States government or to American society.
4. All terms of an amendment do not need to be addressed, e.g., in a discussion of Amendment 1, addressing only one facet such as freedom of religion would be acceptable.

Score of 5:

- Shows a thorough understanding of how amendments to the United States Constitution have changed the United States government and/or American society
- Thoroughly addresses all aspects of the task evenly and in depth by identifying *two* amendments, discussing the historical circumstances that led to the adoption of each amendment, and discussing how each amendment changed the United States government and/or American society
- Shows an ability to analyze and evaluate issues and events relating to *two* amendments of the United States Constitution; is more analytical than descriptive such as for *Amendment 19*: Seneca Falls Convention gave credence to the suffrage movement and publicized the work of suffragettes Elizabeth Stanton and Lucretia Mott; movement was promoted by others and led to the 19th Amendment; subsequently led to other reform movements such as the ERA and the end of the cult of domesticity; *or* for *Amendment 16*: after an income tax was declared unconstitutional in 1895 by the Supreme Court because it was not based on population, an amendment became necessary; the income tax imposed during World War I made the tax burden more equitable; eventually, the income tax replaced the tariff as the major source of revenue for the federal government even though various aspects of the tax system remain controversial
- Richly supports the theme with relevant facts, examples, and details such as for *Amendment 19*: Seneca Falls Convention, Declaration of Sentiments, Elizabeth Cady Stanton and/or other suffragettes, 19th Amendment, Civil Rights Act of 1964, terms of the ERA; *or* *Amendment 16*: unconstitutionality of income tax, tariff, role of World War I
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the theme and concludes with a summation of the theme

Score of 4:

- Shows a good understanding of how amendments to the United States Constitution have changed the United States government and/or American society
- Addresses all aspects of the task, but may do so somewhat unevenly by discussing all aspects of the task for *one* amendment more thoroughly than for the *second* amendment *or* by discussing one aspect of the task more thoroughly than the other aspect for *both* amendments
- Shows an ability to analyze and evaluate issues and events relating to *two* amendments of the United States Constitution; may be more descriptive than analytical such as for *Amendment 19*: the work of people like Susan B. Anthony and Carry Nation led to the adoption of the 19th Amendment which gave women suffrage and led to women's participation in government; *or* for *Amendment 16*: the need for more revenue and decisions of the Supreme Court led to the adoption of the amendment that resulted in a new means of financing for the federal government
- Includes relevant facts, examples, and details
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the theme and concludes with a summation of the theme

Score of 3:

- Shows a satisfactory understanding of how amendments to the United States Constitution have changed the United States government and/or American society
- Addresses all aspects of the task in a limited way *or* addresses most aspects of the task
- Shows some ability to analyze and evaluate issues and events relating to amendments to the United States Constitution, but not in any depth; may be more descriptive than analytical
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Includes an introduction and conclusion that may be a simple restatement of the theme

Some Examples of Addressing the Task at Level 3

Holistic Scoring Reminder: These examples apply only to the evaluation of bullet 2.
A response meeting the criteria below does not, by itself, make it a Level 3 response.

1. Thoroughly discusses the historical circumstances that led to the adoption of *one* amendment and thoroughly discusses how that amendment changed the United States government and/or American society, applying Level 5 criteria.
2. Discusses the historical circumstances that led to the adoption of *one* amendment and discusses how that amendment changed the United States government and/or American society; discusses the historical circumstances that led to the adoption of a *second* amendment.
3. Discusses the historical circumstances that led to the adoption of *one* amendment and discusses how that amendment changed the United States government and/or American society; discusses how a *second* amendment changed the United States government and/or American society.

Score of 2:

- Shows a limited understanding of how amendments to the United States Constitution have changed the United States government and/or American society
- Addresses some aspects of the task *or* addresses all aspects of the task in a very limited way
- May develop a faulty or weak analysis or evaluation of issues and events relating to amendments to the United States Constitution
- Includes few relevant facts, examples, and details; may include some inaccuracies
- May demonstrate a major 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 conclusion *or* these elements may not refer to the theme

Some Examples of Addressing Some Aspects of the Task at Level 2

Holistic Scoring Reminder: These examples apply only to the evaluation of bullet 2.

A response meeting the criteria below does not, by itself, make it a Level 2 response.

1. Discusses the historical circumstances that led to the adoption of ***one*** amendment and discusses how that amendment changed the United States government and/or American society.
2. Discusses the historical circumstances that led to the adoption of ***two*** amendments.
3. Discusses how ***two*** amendments changed the United States government and/or American society.
4. Discusses the historical circumstances that led to the adoption of ***one*** amendment and discusses how a ***second*** amendment changed the United States government and/or American society.

Score of 1:

- Shows little understanding of how amendments to the United States Constitution have changed the United States government and/or American society
- Minimally addresses some aspects of the task with a very limited discussion of *at least one* amendment
- Lacks an analysis or evaluation of the issues and events relating to amendments to the United States Constitution
- Includes few or no relevant facts, examples, or details; may include inaccuracies
- May demonstrate a major 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 conclusion *or* these elements may not refer to the theme

Score of 0: Fails to address the task, is illegible, or is a blank paper

While writing the Constitution, our founding fathers realized that change was inevitable. If the Constitution was to last for centuries to come, it would need to be adapted to the conditions of the times. To account for these changes, they outlined a ^{method} ~~principle~~ for adopting the Constitution. These amendments are created to allow the Constitution to be applicable to the modern era. Based on historical circumstances, they have changed the United States government and American society. Two of the amendments are the 18th amendment and the 22nd amendment.

The 18th amendment was ratified in 1919. It established Prohibition in America, making the manufacture, sale, or purchase of alcohol illegal. ~~It came as~~ Prohibition was the result of the Temperance movement, which had existed since the mid-19th century. Reformers had long associated the consumption of alcohol with the ills of society. There was a direct correlation between alcoholism and violence, poverty, and crime. Drunken husbands were more likely to beat their wives and children. In cities, vagrants committed robberies or muggings to obtain money to purchase alcohol. Reformers assumed that these problems could be greatly diminished, if not eliminated, by getting rid of the alcohol. Thus, the 18th amendment was passed following the First World War. To an extent,

it achieved its goals. Alcohol consumption in the United States severely declined during the time period. However, the amendment was doomed to failure as it became obvious that morals could not be regulated in a democracy. For many, alcohol was an aspect of their culture, ^{like the} Italian-Americans ^{who} enjoyed wine with their meals. For others, the dependency was a chemical one as they were alcoholics. Therefore, people made extensive efforts to obtain alcohol. Moonshine, a homemade alcoholic beverage, grew in popularity. This was very dangerous, as the amateur distillers were not aware of all of the precautions taken in fermenting alcohol. Also becoming popular was bootlegging. Organized crime rose as bootleggers ~~made alcohol~~ smuggled alcohol into the country to make it available to the people. Many people rose to great wealth as a result of this operation, like the Kennedy family. ⁹⁴ Prohibition also created an image of the 1920s that has lasted to this day. Speakeasies, illegal bars with secret passwords necessary to enter, are ~~a~~ permanently associated with the decade. With all these efforts to ignore Prohibition, enforcement became nearly impossible. Thus, another amendment was passed to repeal Prohibition.

While Prohibition and the 18th amendment were only a temporary aspect of American life, the impact is permanent.

In 1951, the 22nd Amendment was ratified. The purpose of the amendment was to limit a President to serving 2 terms in office. Since George Washington, Presidents had followed in his tradition by stepping down after a second term. In 1912, Teddy Roosevelt became the first man to run for a third term. In 1940 and 1944, Franklin D. Roosevelt was elected to an unprecedented 3rd and 4th term. This action upset traditionalists, who felt that President's should follow Washington's lead. Also, some feared that an extended stay in office would too closely resemble a dictatorship. Thus, the 22nd Amendment put the tradition into the Constitution. Therefore, there will never be another Franklin Roosevelt, who can lead the country out of a Depression over an extended period of time, and have such a profound impact on the domestic ~~legislation~~ fabric of the country. The ^{impact} ~~results~~ of the amendment may still be yet to come. However, it could have influenced America already. Ronald Reagan was one of the most popular presidents since WWII. Had it not been for his failing health, he

may have been reelected in 1988 if he had chose to run again. More possible is the reelection of Bill Clinton in 2000. Despite scandal and controversy, his popularity far exceeded that of ladduster candidates George W. Bush and Al Gore. Within a year of Bush's election, the country faced a national crisis, Recession, escalated conflict in the Middle East, and a wor. Had Clinton run again, and was elected, the possibility exists that the country would be in a much different situation in 2004. Of course, that is all speculation, just as any result of the 22nd amendment will be.

Judicial review and the elastic clause contribute to the flexibility of the US Constitution. However, the most obvious ability of it to adapt to change exists in the amendment process.

The response:

- Shows a thorough understanding of how amendments to the United States Constitution have changed the United States government and American society
- Thoroughly addresses all aspects of the task evenly and in depth by discussing the historical circumstances that led to the adoption of Amendments 18 and 22 and discussing how each amendment changed the United States government and American society
- Shows an ability to analyze and evaluate issues and events relating to amendments of the United States Constitution; is more analytical than descriptive (*Amendment 18*: Prohibition was the result of the temperance movement; reformers long associated consumption of alcohol with ills of society; direct correlation between alcoholism and violence, poverty, and crime; reformers assumed that problems could be greatly diminished if not eliminated by getting rid of alcohol; alcohol consumption severely declined with amendment; amendment doomed to failure as it became obvious that morals could not be regulated in democracy; amateur distillers not aware of all precautions needed in fermenting alcohol; Prohibition created image of 1920s that lasts until today; *Amendment 22*: Franklin D. Roosevelt's actions upset traditionalists; some feared extended stay in office would too closely resemble dictatorship; put the two-term tradition into the Constitution; will never be another Franklin Roosevelt, who could have such profound impact on domestic fabric of country; impact on popular Presidents, Reagan and Clinton; despite scandal and controversy, Clinton's popularity far exceeded that of lackluster candidates, Bush and Gore; speculation that country would be much different today if Clinton was in office)
- Richly supports the theme with relevant facts, examples, details, and opinions (*Amendment 18*: states the terms of amendment; amendment passed after World War I; alcohol important aspect of many cultures (Italian-Americans); alcoholic's chemical dependency; moonshine; bootlegging; rise in organized crime; source of some Kennedy money; speakeasies—illegal bars with secret passwords; repeal of Prohibition; *Amendment 22*: purpose of amendment; Washington established two-term tradition; Teddy Roosevelt was first to run for three terms; Franklin D. Roosevelt elected to 3rd and 4th term; Depression; escalated conflict in Middle East; recession)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the theme and concludes with a summation stating that while judicial review and the elastic clause contribute to the flexibility of the Constitution, the amendment process is the major method of change

Conclusion: Overall, the response fits the criteria for Level 5. The many analytical statements and the conclusion show a very good understanding of the role each amendment played in changing both the United States government and American society. The connections made between the historical circumstances that led to the adoption of each amendment and the change that resulted from each amendment are very strong.

After the lack of success of the Articles of Confederation and the need for a more unified document, the forefathers drew up the draft of the United States Constitution. While pristine and wholly novel in ideology, it required, as time progressed, fine adjustments to guarantee the quality of life on an American citizen. Of these, the two amendments that changed American society forever were the 15th amendment, which guaranteed voting rights in spite of race or creed, and the 19th amendment, which extended voting rights to all citizens, independent of sex. The passage of these ^{particular} amendments ~~has~~ irrevocably redirected and reshaped the American society and government to make it what it is today.

The 15th amendment guaranteed the right to vote to all men of all races and ~~not~~ beliefs. Prior to this point, even after the abolition of slavery and the extension of citizenship, black men were still unequal because they were still being denied a right inherent to democracy, the right to vote. The 15th amendment is the culmination of the blood shed in the Civil War and the hoarse threats of abolitionists crying for equality for slaves. The period from 1816-1875 primarily dealt with the role of the "peculiar institution" of slavery and its role in the American culture. It essentially came down to one question: Are all men equal and free? America fought a Civil War against and within itself, and emerged, shaken, but triumphantly pronouncing that all men are equal. It was a revolution

of ideas, thoughts, and beliefs. Thus, the passage of the 15th Amendment signifies and represents the solemnity of the Civil War battles, an affirmation of Jefferson's words in the Declaration of Independence that all men are indeed equal. This revolutionized American government and society undeniably as an entirely unrecognized portion of the American population took part in the government and society. This led to major upheavals socially and politically. There were race riots, suppression of voting in the South, and a challenge to basic American freedoms. A political party's stance on the issue of voting equality (which the 15th amendment guaranteed to African Americans) delineated its later character. The 15th amendment was a culmination of a long battle to guarantee American voting rights to all male citizens.

In many aspects, the passage of the 19th amendment, which grants suffrage to all adults regardless of race, religion, or gender, parallels the passage of the 15th amendment. Yet the battle women would fight had to be subtle yet revolutionary. Indeed, the 19th amendment grants suffrage to all but its purpose was the emancipation of women from the slavery of inequality. The 15th amendment gave all men voting rights which still relegated women to a second-class citizenship as they could not vote. After the passage of the 15th amendment, womenkind focused on their own suffrage and pursued the

clamor for equality. What began at Seneca Falls with a few feminists who dared to challenge the status quo grew into a complete revolution of thought, ideals, and beliefs, starting with the Declaration of Sentiments. Women began to realize their potential and their inherent equality. This also stemmed from the sexual revolution ~~and~~ which also freed women to a certain extent. As women were able to work in the workplace (while men had to fight wars) they realized they wanted to continue that role at the war's conclusion. Undoubtedly, the 19th amendment had a great impact, if only for the simple reason that it granted political equality to all peoples, a tenet of democracy. It began a whole new ~~role~~ involvement of women in government and a triumph for womankind. The 19th amendment completed political equality, but social and economic equality have not been completely achieved. This is why many have called for the passage of the Equal Rights Amendment.

The Constitution itself is a glorious document, but over the course of time and the changing nature of the American population, it necessitated changes. The amendments, the changes made manifest, changed American history irrevocably. The 15th and 19th amendments in particular, completed the American dream of equality, a government of the people, for the people, and by the people.

Anchor Level 5-B

The response:

- Shows a thorough understanding of how amendments to the United States Constitution have changed the United States government and American society
- Thoroughly addresses all aspects of the task evenly and in depth by discussing the historical circumstances that led to the adoption of Amendments 15 and 19 and discussing how each amendment changed the United States government and American society
- Shows an ability to analyze and evaluate issues and events relating to amendments of the United States Constitution; is more analytical than descriptive (*Amendment 15*: even after abolition of slavery and extension of citizenship, black men still unequal because they were still being denied a right inherent to democracy; abolitionists demanded equality for slaves; peculiar institution of slavery and role in American culture; America emerged from the Civil War shaken, but triumphantly pronouncing all men equal; Civil War—revolution of ideas, thoughts, beliefs; entirely unrecognized portion of American population took part in government and society; led to social and political upheavals; a political party's stance on issue of equality delineated its later character; amendment culmination of long battle to guarantee voting rights to all male citizens; *Amendment 19*: parallels the 15th amendment; battle was subtle yet revolutionary; emancipation of women from slavery of inequality; voting rights given to all males, but women still relegated to second-class citizenship; after passage of Amendment 15, women renewed clamor for equality; started with a few feminists who dared challenge status quo; political equality is a tenant of democracy; social and economic equality not yet achieved)
- Richly supports the theme with relevant facts, examples, and details (*Amendment 15*: abolition of slavery; peculiar institution of slavery; Jefferson's statements about equality in Declaration of Independence; race riots; suppression of voting in South; *Amendment 19*: suffrage; emancipation of women; Seneca Falls; Declaration of Sentiments; sexual revolution; Equal Rights Amendment)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the theme and concludes with a summation that mentions how the 15th and 19th amendments completed the American dream of equality—a government of the people, for the people, and by the people

Conclusion: Overall, the response fits the criteria for Level 5. Although some statements lack specific historical facts to support them, the use of insightful, analytical statements throughout the response demonstrate a strong understanding of the historical circumstances. Solid conclusions are drawn that show a depth of understanding about the amendment process.

Various amendments to the United States Constitution have changed our government and our society. These changes have allowed our Constitution to change with time, as well as giving flexibility. Two examples of this is the first and twenty-second amendments.

One main provision of the first amendment is the separation of Church and state. This was brought about by the observations in colonial practices. Those governments ~~whom~~ had a set religion. The Puritans in Massachusetts discriminated or even killed those who didn't follow their religion, even though they had left Europe seeking religious freedom. Some Puritans who disagreed with the established church in Massachusetts like Roger Williams left the colony and set up a more tolerant colony in Rhode Island. Another colony, Maryland passed the Religious Toleration Act. This set the precedent of separating church and state. The creators of this amendment realised the dangers in having the church and state combined. This changed American society by allowing a melting pot of religions. We no longer must pay taxes to support an established church which means no one church has an advantage.

The twenty second amendment's main provision was to limit the terms a president had to two, rather than depending on the precedent set by George Washington. The events that led to this was Franklin D. Roosevelt having four terms. During these terms he collected large amounts of power, which almost unbalanced the three governmental branches.

He used executive power to get Congress to pass his legislative programs, especially laws passed during the 100 days. When the Supreme Court

threatened his programs he attempted to pack the Court with his supporters. This was very dangerous and needed to be stopped which Congress did. In his third term, he ^{used} cash and carry to circumvent the Neutrality Act. After his death in his 4th term, people continued to worry that another President might break the two-term precedent and the 22nd amendment was the result. This has changed the American government by having more rotations in office, which brings in new ideas and policies and makes leaders more accountable to the people.

Constitutional change has allowed the constitution to continue to live with changes in time. Without the amending process, the government wouldn't be able to fit the needs of the time, and could fail to serve as the basis of our government. The changes we make to it affect the government and society.

Anchor Level 4-A

The response:

- Shows a good understanding of how amendments to the United States Constitution have changed the United States government and American society
- Addresses all aspects of the task, but does so somewhat unevenly by discussing the historical circumstances that led to the adoption of Amendment 1 and Amendment 22 more thoroughly than discussing how these amendments changed the United States government and American society
- Shows an ability to analyze and evaluate issues and events relating amendments to the United States Constitution; is both descriptive and analytical (*Amendment 1-freedom of religion*: separation of church and state brought about by observations of colonial practices; non-followers discriminated or killed even though Puritans left Europe for religious freedom; Maryland Toleration Act set precedent for separation of church and state; no church supported by government taxes; controversy over prayer in public schools led to Supreme Court decisions and moment of silence; American society is a melting pot of religions; *Amendment 22*: Franklin D. Roosevelt almost unbalanced the three government branches; executive power used to get Congress to pass programs; Supreme Court threatened programs, leading to his attempts to pack court; “cash and carry” passed to circumvent Neutrality Act; amendment passed because of worry about new precedent; rotation in office makes leaders more accountable to people and preserves checks and balances)
- Includes relevant facts, examples, and details (*Amendment 1-freedom of religion*: Puritans in Massachusetts; established church; Roger Williams’s colony in Rhode Island; *Amendment 22*: two-term precedent of Washington; Franklin D. Roosevelt’s four terms; legislation of 100 Days)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme by mentioning the flexibility of the Constitution and concludes with a summation that discusses why the amendment process is important

Conclusion: Overall, the response fits the criteria for Level 4. The specific details about the historical circumstances that led to the adoption of both amendments are sophisticated and well developed. The inclusion of good historical examples demonstrates a strong understanding of why amendments are needed to help the Constitution meet the changing times. However, the discussion on how these amendments changed the government and society is less detailed.

The American government is one that was founded by and strictly adheres to the provisions stipulated in the constitution. However, throughout American history there has been many instances in which a change was needed in this document based on the events at that time. Because of this many amendments to the Constitution has changed the American government as well as our society.

From the late 1800's into the early 1900's there had been a rather large campaign run by women like Alice Paul and Carrie Chapman Catt who called themselves suffragists to win women the right to vote. Furthermore, from the time of World War I, many women were responsible for filling jobs in factories. The idea that if they were now working like an ordinary male citizen, they should receive the right to vote. In 1920, following the lead of such activists like Susan B. Anthony, suffragists got the 18th amendment to pass and therefore women received the right to vote. Because of this, politicians had to focus their campaigns to gain the vote of these women. This meant that they had to support legislation like factory reform and labor laws to get their vote.

Within almost the same time period, muckrakers were exposing the corruption of wealthy business men. On the

issue of taxation there was much discontentment among those not as fortunate to have to be paying a similar amount to the government as people like Carnegie and Rockefeller, while they felt the government should be using money gained from big business to help them. So in response to this the government passed the 16th Amendment in 1913. This allowed Congress to pass a law that stipulated a graduated income tax that was meager at first.

However, with the onset of World War I, the money raised for it did help to pay off war debts and to contribute to the war effort in general. From that time period to the present the tax rate has increased to aid governmental programs such as welfare and to fund defense.

While the Constitution provided to be a just document that was able to maintain a stable nation, history did prove that from time to time it did need additions to keep it pertinent to current events and issues. These amendments have in turn, altered the original provisions of the government while changing society for the better.

Anchor Level 4-B

The response:

- Shows a good understanding of how amendments to the United States Constitution have changed the United States government and American society
- Addresses all aspects of the task, but does so somewhat unevenly by discussing how Amendments 19 and 16 changed the United States government and American society more thoroughly than discussing the historical circumstances that led to the adoption of those amendments
- Shows an ability to analyze and evaluate issues and events relating to amendments of the United States Constitution; is both descriptive and analytical (*Amendment 19*: idea of women working like ordinary male citizens should give them the right to vote; politicians had to focus campaigns to gain vote of women; politicians had to support legislation like factory reform and labor laws to get women's vote; *Amendment 16*: discontent among less fortunate who pay similar taxes to Carnegie and Rockefeller; government should use money from big business to help poor; income tax was meager at first; money from income tax helped contribute to war effort and pay off war debts; income tax increased to aid government programs)
- Includes relevant facts, examples, and details (*Amendment 19*: Alice Paul; Carrie Chapman Catt; suffragists; jobs in factories during World War I; Susan B. Anthony; factory reform; labor laws; *Amendment 16*: muckrakers; Populists; Carnegie; Rockefeller; graduated income tax; World War I debts; welfare; national defense)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of task and concludes with a summation that states the Constitution had to add amendments to meet changing conditions and help society

Conclusion: Overall, the response fits the criteria for Level 4. The facts and details that are mentioned to discuss the historical circumstances occasionally lack sufficient explanation and detract from the overall quality of the response. However, the conclusions about the impact of both amendments are insightful and sophisticated. The minor error of incorrectly identifying Amendment 19 as 18 does not affect the overall score for this response.

Throughout history, many amendments have been proposed to be added to the Constitution. Only a small number of these amendments have been ratified. The amendments that have been ratified have played a significant role in influencing and changing American society and government. Of these amendments two of them stand out. The 19th amendment which deals with women's suffrage, and the 22nd amendment which deals with term limits.

The 19th amendment greatly effected American society especially for women. When this amendment was ratified in 1919 it granted women suffrage something that many had pushed for for a long time. There had been many protests, and people had marched and wrote letters and articles trying to gain suffrage for women. One of the most inspirational women's rights activists was Elizabeth Cady Stanton who was a leader at the Seneca Falls convention. At this convention hundreds of women and men joined together and developed ways to gain Rights for women. They developed their own declaration in which it was stated: "All men and women are created equal." After many years of protests and lobbying for women's Rights and after women had proved that they could handle performing "mens" tasks as they had taken over for men during WWI the 19th amendment was passed. This was very significant because it gave women Rights. They were now looked upon as equal, or equal enough that the Government felt that they should have the same voting Rights as men. Now women could vote and participate in government. They could obtain a good education and could hold good jobs. It provided women with numerous opportunities. Women now played an important Role in American society.

The ratification of the 22nd amendment was also significant in changing American government. This amendment was passed not long ~~off~~ after president Franklin D.

Roosevelt had been elected to four terms. This broke the precedent set by George Washington of serving two terms. There was never an official statement in the Constitution that prevented a president from serving more than two terms, but no one ever had before because it was part of the unwritten constitution. This amendment was passed to prevent one particular person or party from being in control for too long. If no limit was set on how long a president could remain in office, then one person could remain there as long as he stayed popular with the people. With the passage of the 22nd amendment, it allowed for a variety in government and gave other parties and people an opportunity to try and run the government. No one person could keep his ideas and influence over the country for an extended period of time. It prevented the possible rise of a dictator.

Though many amendments have been proposed only those that seemed to benefit the nation were ratified. These amendments have impacted American society and government and brought change to our nation. They have brought diversity and variety into our culture. Certain groups of people have gained rights and have become an important part of American life. Though the amendment process is difficult, the ones that have been passed have been good in the development of our way of life.

The response:

- Shows a good understanding of how amendments to the United States Constitution have changed the United States government and American society
- Addresses all aspects of the task, but does so somewhat unevenly by discussing all aspects of the task for Amendment 19 more thoroughly than for Amendment 22
- Shows an ability to analyze and evaluate issues and events relating to amendments to the United States Constitution; is both descriptive and analytical (*Amendment 19*: many had pushed for suffrage for a long time; people protested, marched, and wrote letters and articles to gain suffrage; Stanton was one of most important inspirational women's rights activists; men and women joined together at Seneca Falls; women proved they could handle men's tasks; suffrage provided women with numerous opportunities; *Amendment 22*: Franklin D. Roosevelt broke precedent set by Washington; never an official statement in original Constitution that prevents President from serving more than two terms; amendment passed to prevent person or party from being in control too long; allowed for variety in government; prevented rise of dictators)
- Includes relevant facts, examples, and details (*Amendment 19*: women's rights activists; Seneca Falls declaration; lobbying; performed men's tasks during World War I; *Amendment 22*: Franklin D. Roosevelt elected to four terms; Washington set precedent of two terms; unwritten constitution)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the theme and concludes by explaining why the amendment process is important

Conclusion: The discussion of the historical circumstances and the effects of the 19th amendment on the United States government and American society is strong. The reasons discussed for the adoption of the 22nd amendment are adequate and show some sophistication. However, the rest of the discussion for the 22nd amendment is limited to how the amendment prevents a dictatorship and not on the changes on society and/or the government.

Two amendments that have had major changes on American life are the 18th Amendment, and 13th Amendment.

Although the 13th Amendment freed slaves they would face many years of discrimination.

The main provision of the 18th amendment was that it would be constitutional for the federal government to enact laws forbidding the sale of alcohol. This is known as the "Prohibition Amendment."

A major change in American life came about from the 13th Amendment, which abolished slavery everywhere in the United States.

Historically, abolitionists such as William Lloyd Garrison and Harriet Beecher Stowe had wanted such a bill for quite a long time. Slavery had been the most controversial issue in American politics since the Adoption of the Constitution. Even Thomas Jefferson had said all men were created equal in the Declaration of Independence. However, the South had major economic and

political power in Congress, which kept the federal government from outlawing slavery. Many issues led to the debates over slavery. Manifest destiny led to the addition of states and territories and caused a conflict about the balance of power between slave states and free states in the Senate. The Missouri Compromise and the Compromise of 1850 held the Union together until Lincoln's election. When the Civil War broke out, the slavery issue had to be decided. The 13th Amendment was passed in 1865, following the Northern Victory in the Civil War. At the time, the rebellious southern states had not been given back their seats in Congress. This was President Abraham Lincoln's best opportunity, which he took advantage of, to have Congress pass an amendment banning slavery both for the morality of it, and to help return the South to the Union.

The 13th Amendment totally changed southern life. The southern economy

had been almost totally dependent on slave labor because of its dependence on cotton as its cash crop. The removal of it cut out its economic foundation and caused the south years of financial ruin, even though they tried to diversify their crops, partially industrialize and replace the plantation system with things such as share-cropping.

Many white southerners refused to accept the freed status of former slaves. Black codes were created to suppress their freedom, and racist groups such as the KKK emerged to torment Blacks (and other minorities). It wasn't ^{until} the work of Martin Luther King Jr., Rosa Parks, and W. E. B. DuBois and the NAACP that descendants of former slaves started to experience true freedom. These individuals and groups helped lead to the passage of the Civil Rights Act. Finally, the goal of the Civil War had been achieved.

Although few amendments have been

added to the Constitution, they have had a major impact on the U.S. government and American society. These changes have led to a more equitable society.

Anchor Level 3-A

The response:

- Shows a thorough understanding of how one amendment to the United States Constitution has changed the United States government and American society
- Thoroughly addresses all aspects of the task for Amendment 13 evenly and in depth by discussing the historical circumstances that led to its adoption and by discussing how the amendment changed the United States government and American society, applying Level 5 criteria
- Shows an ability to analyze and evaluate issues related to Amendment 13; is more analytical than descriptive (*Amendment 13*: slavery most controversial issue in American politics since adoption of Constitution; South had major economic and political power in Congress and kept federal government from outlawing slavery; compromises held Union together until Lincoln's election; when Civil War broke out, slavery issue had to be decided; Lincoln took advantage of his best opportunity to have Congress ban slavery both for morality and to help return the South to the Union; Southern economy had been almost totally dependent on slave labor; removal of slave labor cut out South's economic foundation and caused years of financial ruin; descendants of former slaves started to experience freedom with passage of Civil Rights Act; goal of Civil War finally achieved)
- Richly supports the theme with relevant facts, examples, and details (*Amendment 13*: abolitionists; Garrison; Stowe; Jefferson's "all men are created equal" in the Declaration of Independence; Northern victory in the Civil War; manifest destiny; balance of power in the Senate; Missouri Compromise; Compromise of 1850; cash crop of cotton; crop diversification; partial industrialization; sharecropping; black codes; KKK; Martin Luther King Jr.; Rosa Parks; W. E. B. DuBois; NAACP)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the theme and concludes with a summation of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Although the 18th amendment is mentioned, the response does not address this aspect of the task. However, the discussion that is presented for Amendment 13 meets the criteria for a Level 5 response. The analysis and the inclusion of substantial historical facts to support that analysis are very strong.

Various Amendments to the United States Constitution have changed our government and society. Some of these changes can still be seen today. Amendments have given us personal freedoms including Free speech, Free press and Free religion, they have given African Americans and women the right to vote, and has also set term limits on elected officials.

The 16th Amendment passed in 1913 dealt with taxes. Before 1913 people were taxed on the amount of land they owned. Farmers and members of the Populist Party thought that this was unfair because they owned a large amount of land, had a small income, and high taxes while people who owned small amounts of land and had large incomes paid low taxes. Populists wanted taxes to be based on incomes rather than the amount of land owned. By pushing and introducing this idea to Congress a law was passed which taxed people on incomes rather than land. This changed society because it was a graduated tax and not based on population. The Court declared this to be unconstitutional and amendment 16 was added to the Constitution. This meant industrialists would pay higher taxes while wage-earner's taxes would be low. Eventually the income tax became the main source of revenue for the government.

The 18th Amendment passed in 1919 had an

enormous impact on American society. The 18th Amendment banned the making and selling of alcohol. This Amendment was pushed by women reformers. With Prohibition came the start of organized crime and bootlegging. Throughout the country alcohol was secretly bought and sold. The rise of organized crime increased bootlegging. Eventually this amendment was repealed in the 1930's.

Amendments have had an enormous impact over American society and the government throughout our nation's history.

Anchor Level 3-B

The response:

- Shows a satisfactory understanding of how amendments to the United States Constitution have changed the United States government and American society
- Addresses most aspects of the task reasonably well by discussing the historical circumstances that led to the adoption of Amendments 16 and 18 and by discussing how Amendment 16 changed the United States government and American society
- Shows some ability to analyze and evaluate issues and events relating to amendments to the United States Constitution, but not in any depth; is more descriptive than analytical (*Amendment 16*: before 1913, taxes were unfair; Populists wanted taxes based on income rather than land; Populist demands led to amendment; industrialists would pay higher taxes; wage-earner's taxes would be low; income tax became the main source of revenue for government; *Amendment 18*: pushed by women reformers; rise of organized crime)
- Includes some relevant facts, examples, and details (*Amendment 16*: Populist Party; income tax is a graduated tax; unconstitutionality; *Amendment 18*: banned the making and selling of alcohol; organized crime; bootlegging)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Includes an introduction that restates the theme and introduces amendments that are not discussed and concludes by restating part of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Relevant historical facts are mentioned, but few details are provided. The historical circumstances that led to the adoption of Amendment 16 are more thorough than those provided for Amendment 18.

Throughout United States History various amendments to the United States Constitution have changed our government and our society. Two such amendments are the 17th amendment and the 19th amendment. These two amendments changed the way our government worked and also the role society has in the government.

The 17th Amendment to the Constitution occurred in 1913 and provided for the direct election of Senators by the people. This change to the Constitution gave the people of the United States even more representation in government than they had had before. Prior to this amendment, only representatives for the House of Representatives were elected by the people; the Senators were appointed by the States. Half of Congress was not elected which meant that the people responsible for making the laws of the nation were not even chosen by the people. This is why the democratic principal of direct election was applied to the Senate. Now the entire legislative branch of government is chosen by the people and new senators are elected every four years.

The 19th amendment to the Constitution provided for woman's suffrage and occurred in 1920. This had been a long time goal of women and had been campaigned for by women for years. Two such women were Elizabeth Cady Stanton and Lucretia Mott. They were involved in some of the first attempts for women's right to vote many years before the actual amendment was passed. These first attempts were made at the Seneca Falls convention. Also, women played a large

Anchor Paper – Thematic Essay—Level 3 – C

role for the country during WWI. They replaced men in factories when they went to war. They felt they deserved the right to vote. Women make up 51% of the population and once they were given the right to vote it changed the way that officials campaigned for office. They now had a whole new group of voters to appeal to. This amendment changed our society because it gave women a huge step towards equality. When women voted, ran for political office, and held more jobs outside the home.

In conclusion, the 17th and 19th amendments changed our government and society greatly. They changed the representation in our government, and also gave half of the population the right to vote. They were both major changes to our Constitution.

Anchor Level 3-C

The response:

- Shows a satisfactory understanding of how amendments to the United States Constitution have changed the United States government and American society
- Addresses most aspects of the task by discussing the historical circumstances that led to the adoption of Amendments 17 and 19 and by discussing how Amendment 17 changed the United States government
- Shows some ability to analyze and evaluate issues and events relating to amendments to the United States Constitution, but not in any depth; is more descriptive than analytical (*Amendment 17*: gave people more representation in government than before; some people who make laws for the nation not chosen by the people; *Amendment 19*: suffrage a long goal of women; role in World War I made women feel they deserved the right to vote; changed the way officials campaigned for office)
- Includes some relevant facts, examples, and details (*Amendment 17*: direct election of Senators; Senators appointed by states; House of Representatives elected by the people; *Amendment 19*: Stanton; Mott; Seneca Falls Convention; women make up 51% of the population; women ran for political office; held more jobs outside the home); includes one minor inaccuracy (senators elected every four years)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Includes an introduction that is a simple restatement of the task and concludes with a summation

Conclusion: Overall, the response fits the criteria for Level 3. Most of the discussion relies on general, though accurate, statements. Few additional historical details are used to support statements, especially in the discussion of the 17th amendment.

The Government and Society has been changed in ways by Amendments to the Constitution. They were brought upon our Government because of problems and un-clear rules stated within or un-written example. The 18th amendment wich dealt with prohibition and the 22nd amendment that set a term limit on the U.S. president, both had lasting effects.

The 22nd amendment was based on the example of George Washington and other presidents up to FDR. The most a U.S. president stayed in office was two terms as set president by George Washington who feared a dictatorship. FDR would run for 3 terms and win, no other president would challenge the example, but the people like FDR because he dealt with the problems of the depression and early events of World War II. After FDR, the amendment was made to only allow for a maximum of 2 terms for U.S. presidents. This would make the governmental power of president less and would get change in control, new ideas. The people would never get a good president for more than two terms now. This could be good or bad depending on who comes up as president after two terms is up.

Amendments are the only way the U.S Constitution can be changed. Adding, or making things more clear

requires an amendment to be passed. Sometimes they are good but they always effect the govt. and society for as long as they stay in the constitution. No amendment goes without its problems, or reasons for being written, but they all change who or what we are.

Anchor Level 2-A

The response:

- Shows a limited understanding of how amendments to the United States Constitution have changed the United States government or American society
- Addresses some aspects of the task by mentioning Amendment 18 and by addressing all aspects of the task for Amendment 22
- Develops an adequate analysis and discussion of Amendment 22 (*Amendment 22*: two terms make governmental power of president less and give change in control and ideas; people would never get a good president for more than two terms, which could be good or bad depending on who is president)
- Includes few relevant facts, examples, and details (*Amendment 22*: based on Washington who set precedent for two terms because feared dictatorship; Franklin D. Roosevelt ran for 4 terms and won; Franklin D. Roosevelt dealt with the Depression and early events of World War II); includes an inaccuracy (FDR would run for 3 terms and win)
- Demonstrates a general plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the task and concludes with a discussion of the purpose and effect of amendments

Conclusion: Overall, the response fits the criteria for Level 2. Although the response contains some analytical statements, there are few specific historical details to support the statements.

Various amendments to the United States Constitution have changed our government and our society. The First Amendment, our personal freedoms, is what set the basis for our Bill of Rights.

The 1st Amendment rights consist of, Freedom of Speech, Freedom of Religion, Freedom of the Press. The rights were established in 1791. Throughout history this 1st Amendment has been returned to in various court cases. Many people were often found guilty by the courts for speaking out against the government either verbally or through newspapers and other such things. Being prosecuted for this was a violation of their 1st Amendment personal freedoms.

Black males gained the right to vote through the 15th Amendment added to the constitution in 1870. Since the beginning of America blacks were used as slaves on farms. Blacks were bought at a cheap price and forced to

work in terrible conditions on southern farms and plantations. Many black activists such as Frederick Douglass constantly pushed for freedom and American citizen rights. It took many years and many sacrificed lives in the Civil War to finally get an Amendment passed which granted them with their right to vote.

Over our American History there has been many changes to the Amendments of our Constitution. The "Living Constitution" continues to change with the changing times and views on society.

Anchor Level 2-B

The response:

- Shows a limited understanding of how amendments to the United States Constitution have changed the United States government or American society
- Addresses some aspects of the task by discussing how Amendment 1 changed American society through court cases and by discussing some historical circumstances that led to the adoption of Amendment 15
- Develops a weak analysis and discussion of amendments (*Amendment 1*: people found guilty of speaking out against the government, which is a violation of 1st amendment rights; *Amendment 15*: blacks worked in terrible conditions; Frederick Douglass was a black activist; many sacrificed lives in Civil War)
- Includes few relevant facts, examples, and details (*Amendment 1*: freedom of speech; freedom of religion; freedom of the press; *Amendment 15*: blacks bought at cheap prices; blacks used as slaves)
- Demonstrates a general plan of organization
- Includes an introduction that restates the theme and concludes with a statement about the “living constitution”

Conclusion: Overall, the response fits the criteria for Level 2. The response lacks enough specific information to provide for an adequate discussion. Most of the discussion is a superficial description of historical background or of effects.

The United States constitution has gone through multiple changes which have greatly affected American society and government. Amendments to the constitution simply means that the rules (laws) which were set by the founding fathers have been slightly altered due to changes in society. Two in particular, the 15th and 19th, both stem from societies increased knowledge and power.

The 19th amendment, dealing w/ women's suffrage (1920's) came about because the women of America became more comfortable w/ the idea of "speaking out." As society grew, women grew to be staples in society. Not only did they run a household but they became skilled workers in factories in WWI, teachers of America's youth, and even became slightly involved in American politics. The process of women gaining equal rights was rather slow but did progress at a fairly moderate rate. First they were granted the right to vote in school elections, then later in political elections. Women were offered jobs in factories w/ pay. Women were granted the opportunity to pursue a higher education. All of these changes are to be thanked for the respect and opportunities which women are granted today.

This topic directly relates to the 15th amendment.

The 15th amendment, the right to vote, granted minorities the equal right to vote in elections. As America grew as a nation, so did society. ~~As~~ ~~America grew~~ All citizens, included African Americans, women, and minorities wished to have equal rights. Therefore they spoke out. One prominent example would be Rosa Parks. Park stood for what she believed in and wasn't about to settle for disgrace in society. As more and more people spoke out for equal right to vote, the 15th amendment was formulated accordingly.

In the 1920's many minorities formed strong feelings toward their race and culture. Zora Neal Hurston, a known author, folklore artist, and anthropologist of the 1920's can be thanked for her endless efforts to gain respect. The key in gaining respect from others is maintaining a high level of self respect.

As African Americans and women grew to respect themselves society quickly followed their lead. For the neverending changes being made in society and government amendments

to the constitution were formulated to follow. This
is one of the many ways the American
kept its citizens happy & successful as a
whole.

Anchor Level 2-C

The response:

- Shows a limited understanding of how amendments to the United States Constitution have changed the United States government or American society
- Addresses some aspects of the task by discussing some of the historical circumstances that led to the adoption of Amendment 19, mentioning how the United States government and society were changed by this amendment, and by discussing Amendment 15
- Develops a weak analysis of the 19th amendment and a faulty analysis of the 15th amendment (*Amendment 19*: women became more comfortable with speaking out; women slightly involved in American politics; process of gaining equal rights slow but progressed at a moderate rate; right to vote first in school elections then political elections)
- Includes few relevant facts, examples, and details (*Amendment 19*: women were skilled workers in factories in World War I; teachers of America's youth; more jobs in factories after amendment; more opportunities to pursue higher education); includes some inaccuracies (entire discussion of 15th amendment)
- Demonstrates a general plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the theme and concludes with a summation

Conclusion: Overall, the response fits the criteria for Level 2. Although both parts of the task are addressed for the 19th amendment, no specific historical facts are mentioned except for World War I. The erroneous chronology and the basic lack of accurate information negate the discussion of the 15th amendment.

Our government and our society have changed due to various amendments to the United States Constitution. These amendments include the 18th amendment which pertains to Prohibition, and the 19th amendment which has to do with suffrage.

In 1919, the United States congress passed the 18th amendment, making it illegal to produce, sell, transport, or even consume any type of alcoholic beverages. Some Americans thought that alcohol was taking men away from their families. Alcohol also caused people to be distracted from what they really need to get done. Although it was illegal to consume alcohol, many people who wanted to badly enough drank at will in underground bars.

These two amendments had great effect on our society. Both helped form our nation into what it is today.

Anchor Level 1-A

The response:

- Shows little understanding of how amendments to the United States Constitution have changed the United States government or American society
- Minimally addresses some aspects of the task by mentioning some circumstances that led to the adoption of Amendment 18 and by restating the information provided for Amendment 19
- Lacks an analysis of the amendments
- Includes few relevant facts, examples, and details (*Amendment 18*: states terms of the amendment; alcohol took men away from family; underground bars; *Amendment 19*: gave women the right to vote)
- Demonstrates a general plan of organization
- Includes an introduction restating the theme and a conclusion stating that amendments made our nation what it is today

Conclusion: Overall, the response fits the criteria for Level 1. The terms of Amendments 18 and 19 are briefly stated. A general description of some historical circumstances that led to the adoption of Amendment 18 is provided.

Two Amendments of the United States Constitution are the first Amendment and the eighteenth. The 1st Amendment was on personal freedoms such as the freedom of speech or press. The govt limited what can be said though. If you were to go to a movie theatre, yell fire, and say that you have freedom of speech then you will be arrested. All freedoms have limits because if people get hurt then you're liable for it. The 18th Amendment is the prohibition law. This came about when ~~drinking was illegal~~ ~~people were~~ they wanted, or women wanted the right to vote. Women never had the same rights and men and many were sick of it.

Anchor Level 1-B

The response:

- Shows little understanding of how amendments to the United States Constitution have changed the United States government or American society
- Minimally addresses some aspects of the task by mentioning how an interpretation of Amendment 1 changed society and by mentioning that Amendment 18 is the prohibition law
- Lacks an analysis and discussion of the amendments
- Includes few relevant facts, examples, and details (*Amendment 1*: freedom of speech or press; government limited what could be said though; all freedoms have limits; *Amendment 18*: Prohibition law); includes an illogical sense of continuity (women wanting the right to vote led to Prohibition)
- Demonstrates a major weakness in organization
- Identifies the amendments in the topic sentence and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The vague reference to *Schenck v. United States* to address the impact of the 1st amendment is good but lacks specificity. Mentioning women wanting the right to vote confuses the attempt to discuss the 18th amendment.

When the founding fathers adopted the Constitution, they had the foresight to understand that society changes with time. Thus, provisions were established in order to add amendments to the U.S. Constitution when necessary for the good of American society.

Often, these amendments altered U.S. society. Both our government and our society were significantly changed with the passing of two progressive reforms—the 18th and 19th Amendments.

The 18th Amendment called for a prohibition on alcoholic products. Liquor was considered a drug and outlawed. Thanks to the efforts of the Temperance Movement and people like Carry Nation, U.S. government and likewise society were profoundly changed. Only a minority of citizens opted eagerly to experiment with this "noble" law. The "average Joe" still wanted to drink because alcohol had always been available and many didn't think the government should interfere. A kind of resentment was formed toward the government, especially when people saw alcohol being destroyed by government agents. People would smuggle alcohol into the country, much like today as marijuana is accessible to the public. Most people drank, and many police officers were bribed into "looking the

other way" and speakeasies became common. Corruption became evident and organized crime became established when it took over liquor distribution. People like Al Capone became front page news. Since this time, organized crime has been a factor in American life. Much of society now saw the situation as the man vs. the government, instead of the society working toward a common good. Eventually, the 21st. Amendment was passed under FDR, and prohibition was repealed. Prohibition could not last because it could not be enforced.

On the other hand, the 19th Amendment strengthened democracy and challenged societal mores. Woman suffrage is still legal today, and has come to be one of the most sacred amendments. America used to be a male dominated society, in everyday life and in government. But the work of people like Elizabeth Cady Stanton and Susan B. Anthony help society accept women's suffrage. By granting women the liberty to vote, the statement was made that women are the political equals of men, and just as capable in participating in a republic. Women were eventually elected and appointed to offices in government (Francis Perkins, Hilary Clinton, and some governors) and have

proven to be just as apt as men in carrying out duties. Women have become more respected as equals in society—a characteristic they have every right to enjoy. By passing the 19th Amendment, the people of America acknowledged that women are an integral part of socio-political America, and they deserve equality under the law. Even though the Equal Rights Amendment did not pass, politicians must pay attention to women's issues and demands. Mandated maternity and paternity leaves are now accepted business practices. Workplace day-care centers and job sharing have become more common. In the 21st century, a female presidential candidate is a real possibility.

In conclusion, the progressive amendments have altered the social and political niches and attitudes of the American public. Our government, as well as our society, has been changed forever. Although mistakes are inevitable, the spirit of democracy can never be fully undermined.

Throughout our history various amendments have changed our government and our society. Two amendments which have changed them are the 18th Amendment and the 19th Amendment.

For many years the traditional society has always had the men run the government while the women had no say. Women weren't allowed to run for any political jobs or speak out about government issues. Elizabeth Cady Stanton and Susan B. Anthony led the protests. Protestors met at Seneca Falls and drafted a declaration. After the convention many protests and rallies were held. These activities led to the government passing and adding the 19th Amendment to our constitution. This amendment gave women the right to vote. The 19th Amendment or "Women's Suffrage" was a huge step in helping woman gain more rights. Since this amendment women are able to run for political positions, vote for who they feel is best for each position. The 19th Amendment changed the ways men ran their campaigns if they wanted women's vote.

The 18th Amendment is another amendment which has changed our government and society. This amendment banned the selling transporting and the production of alcohol. This amendment was written for many reasons. A few major were woman were being abused by drunk husbands. The men were often the sole provided for the families and were often spending their paychecks on alcohol. Carry Nation was one woman who led the protests to demand prohibition. These are just a few reasons for the amendment. Even though this amendment was later repealed, during its reign the percentage of alcohol related abuse dropped and families were being better supported with the full income. However, the rise of organized crime and the failure of enforcement showed the demand for alcohol was more important.

Various amendments have changed our government and society, often better the way of life of the American people.

Constitutional amendments have had a powerful and lasting effect on American society and government. With each change in the national law, certain principles are established as a functioning piece of life in the U.S. The first Amendment, which granted personal freedoms to Americans, and the nineteenth Amendment, which gave women the right to vote, have changed our nation by defining one's rights and making women a major influence on elections.

The first Constitutional Amendment, adopted in 1791, gave a barrage of personal freedoms to Americans, including the freedoms of speech, press, and religion. The adoption of the 1st ten amendments was preceded by a struggle within the Federalists and Antifederalists regarding whether or not a Bill of Rights should accompany the U.S. constitution. The Antifederalists, who pushed for the bill of rights out of a fear of tyranny and an over-centralized government, won the debate. Strong Antifederalist opposition might have precluded the ratification of the Constitution without a Bill of Rights. Consequently, Americans have enjoyed and cherished the first Amendment freedoms, which have

helped to define our nation as "the land of the free."

During colonial times, Peter Zenger criticized the governor and was arrested and charged with libel. His lawyer secured a change in the legal definition of libel, which meant that government can be criticized in print as long as the statements are true. This premise became important in colonial America and when Madison drafted the Bill of Rights it was included in Amendment 1. In the 1800's Thomas Nast used his political cartoons to criticize corruption in the Tweed Ring in New York and in the U.S. Senate. Also in the 20th century Woodward and Bernstein used a free press to uncover the Watergate scandal. The U.S. has been peerless in its granting of personal freedoms, and has only restricted such rights in terms of crisis, such as the Espionage and Sedition Acts of ^{the} World War I era. These restrictions show that the freedom of the press of Amendment 1 cannot be absolute. Most Americans accept that rights cannot be absolute in times of crisis. Partly because of this Amendment, the United States has survived as the nation with the longest standing constitution.

The nineteenth Amendment granted universal women's suffrage. The adoption of this amendment in 1920 ended a decades long struggle of American women. Since the antebellum era, when suffragettes like Elizabeth Cady Stanton and Lucretia Mott used the Seneca Falls Convention and other displays to plead their case for being granted voting rights. This battle would continue on, and some western states began to give women the vote because harsh frontier conditions required a partnership between males and females. The demand of women became so strong that with the work of women like Carrie Chapman Catt and Alice Paul and pickets of the White House, they showed they had the power, and succeeded in getting a suffrage-based Amendment after multiple votes in Congress. Since all women have been able to vote, they have become a strong and sometimes dominant force in elections. Nowadays, no person will be elected unless they gain a significant number of female votes, and appeal to women's issues.

While women are now being elected and

appointed to political offices in record numbers, social and economic equality has yet to be achieved. An amendment for equal rights was proposed, but was not ratified by enough states. The struggle for social and economic equality continues, although some parts of the country have made more progress than others.

The First Amendment and the Nineteenth Amendment have both brought a lasting change to American society. Various Amendments have done so throughout U.S. history.

Our government has been changed by amendments in the past like the 17~~th~~th amendment or the 22nd amendment.

The 17th amendment made it so Senators were elected directly by the people instead of being appointed by the states because people wanted more control over their government and since the Senate has to approve treaties and appointments people thought the Senators should be elected directly by the people. In 1913 the Congress passed the amendment and Senators are now elected directly by the people.

The 22nd amendment was passed in 1951 it limited the president to only two terms in office. This amendment was passed after president Hoover served for more than three terms. People were worried that if the same president was elected for more than 2 terms that the executive branch of the government would become too powerful and that eventually the president might

turn the government into a dictatorship.

As a result in 1951 congress passed the 22nd amendment that said a president could not serve for ~~3~~ more than 2 terms.

Our government has been changed by new amendments in the past and probably will be changed in the future. In the past our government was changed by the 17th amendment which said senators would be elected directly by the people and by the 22nd amendment which said a president could not be elected for more than two terms.

The United States Constitution is made up of various amendments that set ~~various~~ laws that have changed the country. These amendments help to keep the country running smoothly. Two very important amendments that have left an impact on the country are the 18th and 19th Amendments. The 18th Amendment was established in 1919 and was for prohibition. The 19th Amendment was established in 1920 and was for women's suffrage. Both amendments have altered our government and our society. They play major roles in the constitution.

During the early 1900's people began to question the purpose of alcohol. Many argued that alcohol negatively effected a person and the people around him or her. It was the cause of health problems, emotional problems, and problems within the family. The women's Christian Temperance movement began which was formed by Christian women who opposed the consumption of alcohol. The women would travel to bars and hassle those who drank. Finally after much protest and argument, the 18th amendment was passed and became part of the Constitution. The amendment caused illegal use of alcohol by ~~all~~ people. Although it had become illegal to drink, it didn't stop anyone. It led to illegal making of alcohol in people's homes and illegal distribution and had a negative economic effect. Eventually another

amendment was passed to override prohibition. Even though some felt alcohol was bad for a society, a majority of the society did not want to do away with it.

Women's suffrage became an important battle fought by many American women during the early 1900's. Suffrage is another way of saying the right to vote. Women felt that they had the right to vote as U.S. citizens and they fought to gain suffrage. Groups formed and began marches and rallies and many protests to argue their points. Eventually they were given the right to vote with the passing of the 19th Amendment.

Many amendments have changed our government and our society. These amendments, such as prohibition and suffrage brought about new ideas and feelings within our country. Although some were negative effects, many had a positive impact on our government and society.

The response:

- Shows a good understanding of how amendments to the United States Constitution have changed the United States government and American society
- Addresses all aspects of the task, but does so somewhat unevenly by discussing how Amendments 18 and 19 changed the United States government and American society more thoroughly than discussing the historical circumstances that led to the adoption of these amendments
- Shows an ability to analyze and evaluate issues and events relating to amendments of the United States Constitution; is both descriptive and analytical (*Amendment 18*: liquor considered a drug; efforts of temperance movement; only minority of citizens opted to experiment with “noble law”; average Joe still wanted to drink because alcohol always had been available; many did not think government should interfere; resentment when people saw alcohol being destroyed by government agents; smuggling of alcohol much like marijuana today; bribing of police officials; organized crime established when it took over liquor distribution; organized crime still a factor in America; *Amendment 19*: one of the most sacred amendments; once a male-dominated society in everyday life and government; women granted liberty to vote; women politically equal to men and just as capable of participating in a republic; women integral part of socio-political America; even though Equal Rights Amendment did not pass, politicians must pay attention to women’s issues and demands; 21st-century female presidential candidate a real possibility)
- Includes relevant facts, examples, and details (*Amendment 18*: temperance movement; Carry Nation; government agents; 21st amendment repealed Prohibition; Al Capone; *Amendment 19*: Elizabeth Cady Stanton; Susan B. Anthony; Frances Perkins; Hillary Clinton; maternity and paternity leaves; workplace day-care centers; job sharing)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the theme and concludes by stating that although mistakes are inevitable, the spirit of democracy can never be fully undermined

Conclusion: Overall, the response fits the criteria for Level 4. Although some overgeneralizations are not substantiated, the inclusion of specific historical facts strengthens the response. While solid conclusions are drawn, this response lacks sufficient relevant supporting information to make this a Level 5 response.

The response:

- Shows a satisfactory understanding of how amendments to the United States Constitution have changed the United States government and American society
- Addresses all aspects of the task in a limited way by briefly discussing the historical circumstances that led to the adoption of Amendments 18 and 19 and how these amendments changed the United States government and American society
- Shows some ability to analyze and evaluate issues and events relating to amendments to the United States Constitution, but not in any depth; is more descriptive than analytical (*Amendment 19*: huge step in helping women gain rights; men had to change campaigns to get women's vote; *Amendment 18*: women abused by drunk husbands; men spending paychecks on alcohol; percentage of alcohol abuse dropped; family supported with full income; demand for alcohol more important)
- Includes some relevant facts, examples, and details (*Amendment 19*: traditional society; Stanton; Anthony; Seneca Falls Declaration; *Amendment 18*: Carry Nation; repeal of amendment; rise of organized crime; failure of enforcement)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Includes an introduction and a conclusion that are a simple restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Although some specific historical facts are mentioned, most of the discussion for both amendments is composed of general statements. All parts of the task are addressed, but inadequate development weakens the response.

The response:

- Shows a thorough understanding of how amendments to the United States Constitution have changed the United States government and American society
- Thoroughly addresses all aspects of the task evenly and in depth by discussing the historical circumstances that led to the adoption of Amendment 1 and Amendment 19 and discussing how each amendment changed the United States government and American society
- Shows an ability to analyze and evaluate issues and events relating to amendments of the United States Constitution; is more analytical than descriptive (*Amendment 1—freedom of the press*: adoption of first ten amendments preceded by struggle between Federalists and Anti-Federalists; strong anti-Federalist opposition might have precluded ratification of Constitution without a Bill of Rights; Americans have enjoyed and cherished first amendment freedoms which have helped to define our nation as the “land of the free”; government can be criticized in print as long as statements are true; important premise in colonial America; comparison of cartoons of Thomas Nast to articles of Woodward and Bernstein; freedom of press not absolute and accepted by most Americans in time of crisis; nation with longest standing Constitution; *Amendment 19*: ended a decades-long struggle; Seneca Falls Convention used to plead case for voting rights; women voted first in western states because harsh frontier conditions required partnership between males and females; amendment passed after multiple votes in Congress; voting gave women strong and sometimes dominant force in elections; no person can be elected without female support)
- Richly supports the theme with relevant facts, examples, and details (*Amendment 1—freedom of press*: struggle between Federalists and Anti-Federalists; Bill of Rights; tyranny; Madison; Peter Zenger; libel; Tweed Ring; Nixon’s actions in Watergate; *Amendment 19*: antebellum era; Elizabeth Cady Stanton; Lucretia Mott; Seneca Falls Convention; Carrie Chapman Catt; Alice Paul; pickets at the White House; Equal Rights Amendment)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the theme and concludes with a simple restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. Although the discussion of the historical circumstances of freedom of press of Amendment 1 focuses on the struggle for the adoption of the entire Bill of Rights, the use of Peter Zenger’s case as an example strengthens this section. The use of specific historic references to illustrate the application of both amendments is good.

Practice Paper D—Score Level 2

The response:

- Shows a limited understanding of how amendments to the United States Constitution have changed the United States government or American society
- Addresses some aspects of the task by briefly discussing the historical circumstances that led to the adoption of Amendments 17 and 22
- Develops a weak analysis and discussion of amendments (*Amendment 17*: people wanted more control over their government; *Amendment 22*: people worried if same president elected for more than two terms, executive branch could become too powerful; President might turn government into dictatorship)
- Includes few relevant facts, examples, and details (*Amendment 17*: senators elected directly instead of appointed by states; Senate approves treaties and appointments; *Amendment 22*: limited president to two terms); includes an inaccuracy (President Hoover served more than three terms)
- Demonstrates a general plan of organization
- Includes a weak introduction and concludes with a summation of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The discussion of the historical circumstances that led to the adoption of both amendments is limited and general. The response contains several repetitions of the terms of both amendments.

Practice Paper E—Score Level 3

The response:

- Shows a satisfactory understanding of how amendments to the United States Constitution have changed the United States government and American society
- Addresses most aspects of the task fully by discussing the historical circumstances that led to the adoption of Amendment 18 and how that amendment changed United States government and American society and by discussing the historical circumstances that led to the adoption of Amendment 19
- Shows some ability to analyze and evaluate issues and events relating to amendments to the United States Constitution, but not in any depth; is both descriptive and analytical (*Amendment 18*: alcohol negatively affected a person and the people around him or her; cause of health problems, emotional problems, and problems within the family; amendment caused illegal use of alcohol by people; amendment did not stop anyone; negative economic effect; amendment passed to override Prohibition; *Amendment 19*: women felt they had the right to vote as United States citizens; began marches, rallies, and protests to argue their points)
- Includes some relevant facts, examples, and details (*Amendment 18*: Christian Temperance movement; women traveled to bars and hassled those who drank; illegal making and distribution of alcohol; *Amendment 19*: definition of suffrage)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Includes an introduction and a conclusion that restate the theme

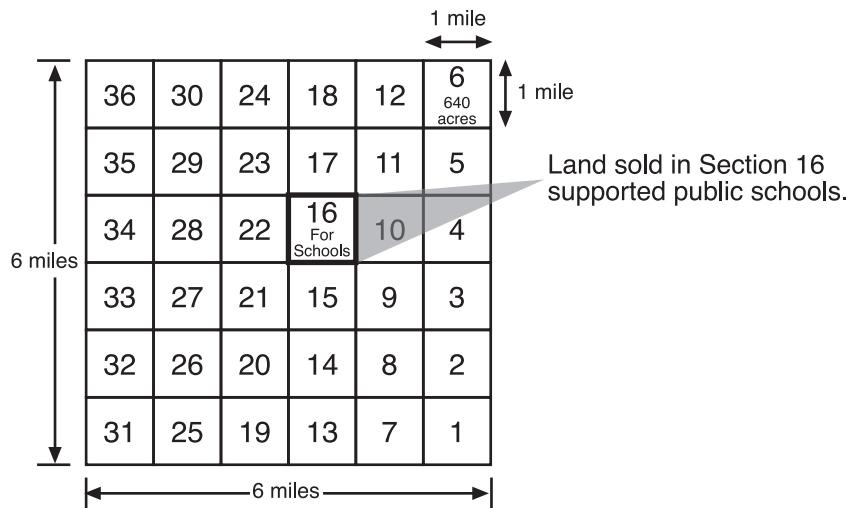
Conclusion: Overall, the response fits the criteria for Level 3. Some analytical statements are made, but little specific historical information is used to support those statements. Although, the discussion of women's suffrage is somewhat superficial, the discussion of Prohibition has more depth.

United States History and Government
Part A Specific Rubric
Document-Based Question—January 2004

Document 1

The Land Ordinance of 1785

One township (6 miles square)



Source: Thomas A. Bailey et al.,
The American Pageant, Houghton Mufflin
(adapted)

1 According to this grid, how did the Land Ordinance of 1785 encourage education in the Northwest Territory?

Score of 1:

- States how the Land Ordinance of 1785 encouraged education in the Northwest Territory
Examples: land sales from one section supported schools; 640 acres was sold to pay for public schools; one section is set aside for education;

Score of 0:

- Incorrect response
Examples: everyone in the 6-mile radius went to the same school; there were 16 sections
- Vague response that does not answer the question
Examples: land sales were organized; townships were established; schools were built
- No response

Document 2

. . . The inquiry to which these remarks have conducted us is this: what is offered by the plan of female education here proposed, which may teach or preserve among females of wealthy families that purity of manners which is allowed to be so essential to national prosperity, and so necessary to the existence of a republican government?

- [1] Females, by having their understandings cultivated, their reasoning powers developed and strengthened, may be expected to act more from the dictates of reason and less from those of fashion and caprice [unpredictability].
- [2] With minds thus strengthened they would be taught systems of morality, enforced by the sanctions of religion; and they might be expected to acquire juster and more enlarged views of their duty, and stronger and higher motives to its performance.
- [3] This plan of education offers all that can be done to preserve female youth from a contempt of useful labor. The pupils would become accustomed to it in conjunction with the high objects of literature and the elegant pursuits of the fine arts; and it is to be hoped that, both from habit and association, they might in future life regard it as respectable. . . .

Source: Emma Willard,
"An Address to the Public, Particularly the Members of the Legislature of New York,
Proposing a Plan for Improving Female Education," 1819

2 Based on this passage, state *one* reason Emma Willard believed females would benefit from education.

Score 1:

- States a reason Emma Willard believed females would benefit from education
Examples: females would act with more reason; it keeps female youth from disliking labor; ladies would learn systems of morality; females would acquire juster views of their duty; education may teach females the purity of manners

Score of 0:

- Incorrect response
Examples: they can get higher pay; they can get out of work they don't like; it is important to a republican government
- Vague response that does not answer the question
Examples: more involvement in other affairs; dictates of reason
- No response

Document 3

. . . Education, then, beyond all other devices of human origin, is the great equalizer of the conditions of men—the balance-wheel of the social machinery. I do not here mean that it so elevates the moral nature as to make men disdain and abhor the oppression of their fellowmen. This idea pertains to another of its attributes. But I mean that it gives each man the independence and the means, by which he can resist the selfishness of other men. It does better than to disarm the poor of their hostility towards the rich; it prevents being poor. Agrarianism [movement to improve the economic status of farmers] is the revenge of poverty against wealth. The wanton destruction of the property of others, — the burning of hay-ricks and corn-ricks, the demolition of machinery, because it supersedes hand-labor, the sprinkling of vitriol [caustic substances] on rich dresses, — is only agrarianism run mad. Education prevents both the revenge and the madness. On the other hand, a fellow-feeling for one's class or caste is the common instinct of hearts not wholly sunk in selfish regards for person, or for family. The spread of education, by enlarging the cultivated class or caste, will open a wider area over which the social feelings will expand; and, if this education should be universal and complete, it would do more than all things else to obliterate factitious distinctions in society. . . .

— Horace Mann, *12th Annual Report of the Secretary of the Massachusetts Board of Education*, 1848
Source: Lawrence Cremin, ed., *The Republic and the School: Horace Mann on the Education of Free Men*,
Columbia University

3 Based on this passage, identify *two* reasons Horace Mann believed public education benefits American society.

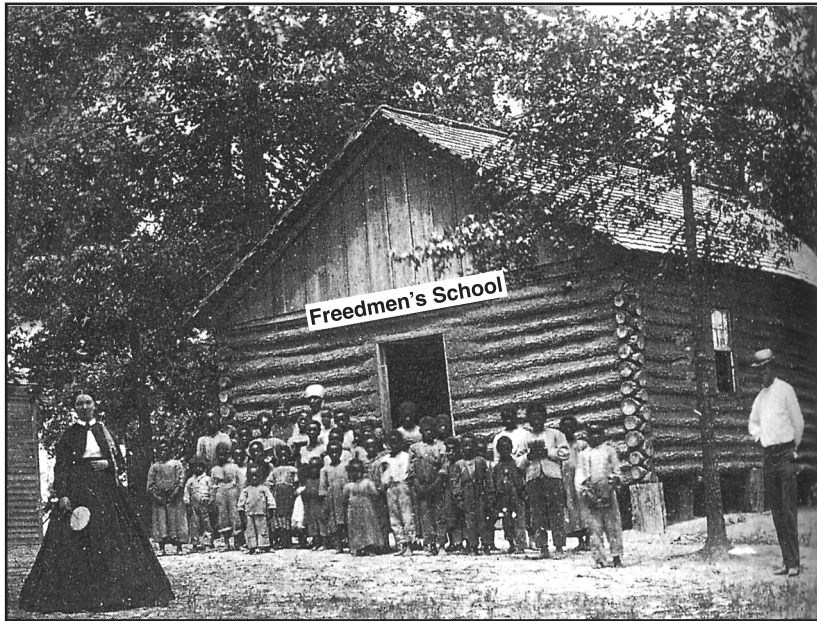
Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* reason Horace Mann believed public education benefited American society
Examples: education is great equalizer of the conditions of men; makes men abhor the oppression of their fellowmen; gives men independence and means by which they can resist the selfishness of others; balances society; prevents being poor; keeps the poor from being angry at the rich; obliterates distinctions in society; enlarges the cultivated class or caste; is the balance wheel of social machinery

Score of 0:

- Incorrect response
Example: supercedes hand labor
- Vague response that does not answer the question
Examples: the revenge of poverty against wealth; it helped society
- No response

Document 4



Source: Andrew Cayton et al., *America: Pathways to the Present*,
Prentice Hall (adapted)

4a According to this photograph, what action did the federal government take to encourage educational opportunities for African Americans in the period after the Civil War?

Score of 1:

- States an action the federal government took to encourage educational opportunities for African Americans in the period after the Civil War
Examples: established the Freedmen's Bureau; built schools; built schools for former slaves; created Freedmen's schools

Score of 0:

- Incorrect response
Examples: it opened schools in the North to educate free blacks; they did not do anything; students had to line up; schools were log cabins
- Vague response that does not answer the question
Example: the federal government took action
- No response

Document 4

Our school begun—in spite of threatenings from the whites and the consequent fear of the blacks—with twenty-seven pupils, four only of whom could read, even the simplest words. At the end of six weeks, we have enrolled eighty-five names, with but fifteen unable to read. In seven years teaching at the North, I have not seen a parallel to their appetite for learning, and their active progress. Whether this zeal will abate with time, is yet a question. I have little fear that it may. Meanwhile it is well to “work while the day lasts.” Their spirit now may be estimated somewhat, when I tell you that three walk a distance of four miles, each morning, to return after the five-hours session. Several come three miles, and quite a number from two and two-and-a-half miles. . . .

— Mary S. Battey, schoolteacher, Andersonville, Georgia, 1866

Source: Gerda Lerner, *The Female Experience: An American Documentary*, Bobbs-Merrill Company

4b According to this passage, how were African American students in the South affected by educational opportunities in 1866?

Score of 1:

- States how African American students in the South responded to educational opportunities in 1866
Examples: they had a strong appetite for learning; they made rapid progress learning how to read

Score of 0:

- Incorrect response
Examples: African Americans had no interest in learning; they went to school for six weeks
- Vague response that does not answer the question
Examples: blacks were threatened; they walked to school
- No response

Document 5

India Harris Simmons came to Kansas from Ohio to join her homesteading parents and was soon appointed as the first schoolteacher of the Prairie Range district of northwest Kearny County.

. . . The nondescript supply of books which each pupil had brought from whatever state was 'back home' to him was placed on the bench by his side. Slates, which had to take the place of both blackboard and tablets, were of all sizes and descriptions, from Jimmy's tiny one with the red felt covered frame and pencil tied to it with a string, to Mary's big double one with the wide home-made frames fastened together with strong hinges and cut deep with initials and hearts. She had found it packed away among grandfather's books which he had used away back in Ohio. There were histories from Illinois, spellers and writing books from Iowa, readers from St. Louis city schools, and even some old blue-backed spellers, with their five-syllabled puzzlers.

From this motley array the teacher made the assignments and arranged the classifications, depending entirely upon her own judgment. The pupils had been without school privileges long enough to be glad to have an opportunity to study, and their rapid progress showed they came, for the most part, from intelligent families. True, there was not a suspension globe for explaining mathematical geography, but an apple and a ball did very well. There was no case of the latest wall maps on rollers, but the large ones in the books answered the purpose when care was taken to hold them correctly. . . .

— India Harris Simmons (1888)

Source: Joanna Stratton, *Pioneer Women: Voices from the Kansas Frontier*, Simon and Schuster

5 Based on this document, state *two* ways that India Harris Simmons used the materials available to her to teach the children in her school.

Score of 2 or 1:


- Award 1 credit (up to a maximum of 2 credits) for each way that India Harris Simmons used the materials available to her to teach the children in her school
Examples: an apple and a ball replaced a globe; supplies of books from home used as texts; slates were used as blackboard and tablets; large maps in books replaced wall maps; books from several states were used for assignments

Score of 0:

- Incorrect response
Examples: benches were used to store books; used a suspension globe
- Vague response that does not answer the question
Examples: substitutes; mathematics was explained; books were supplied
- No response

GRANITE CITY AMERICANIZATION SCHOOLS

Monday
and
Thursday
Evenings
7:30 p. m.



Underwood & Underwood

These two men are brothers, one is an American Citizen and the other has just come to this country with their old mother. See the difference in the way they dress and look. America is a great country. In America everybody has a chance. Everybody who comes to America from the old country ought to learn the American language and become an American citizen. If the people that come to America do not become Americans, this country will soon be like the old country.

Beginning
Monday,
September
the 27th,
1920

SCHOOLS:

HIGH SCHOOL, 20TH AND D STREETS
LINCOLN PLACE, 917 PACIFIC AVENUE

LIBERTY SCHOOL, 20TH AND O STREETS
MADISON SCHOOL, 1322 MADISON AVENUE

Keep America Great.

Become an American
Citizen

Learn The Language.

Press Record Publishing Co. 1834 D St., Granite City, Ill

—file 27671/44, Americanization files, Records of the Immigration and Naturalization Service, Record Group 85
Source: *Teaching With Documents: Using Primary Sources From the National Archives*,
National Archives Trust Fund Board (adapted)

6 According to this poster, what advantage would immigrants gain by attending an Americanization school?

Score of 1:

- States an advantage immigrants would gain by attending an Americanization school
Examples: they learned English; they learn to speak the language; they become more a part of American society; it would help them become American citizens; they can attend school at night

Score of 0:

- Incorrect response
Examples: they would make America more like the old country; they could bring their mother
- Vague response that does not answer the question
Examples: American citizens; they could go to school; Keep America Great
- No response

Document 7

STATE OF EDUCATION BLACK AND WHITE

. . . On average, Southern states spent half as much educating a black child as they spent educating a white. Investment in white school plants [buildings] was four times higher, white teachers' salaries 30 percent higher.

Seventeen segregating states spent \$42 million busing white children — less than \$1 million on blacks.

Median years of schooling in segregating states and Washington, D.C.: whites — 8.4; blacks — 5.1. The percent of whites finishing school was four times that of blacks.

Segregating states spent \$86 million on white colleges, \$5 million on black ones. There was 1 accredited medical school for blacks, 29 for whites; 1 accredited black school for pharmacology, 40 for whites; 1 law school for blacks, 40 for whites. There was no engineering school for blacks, 36 for whites.

In 1946, an estimated one quarter of the entire black population was functionally illiterate. . . .

Source: Harold Evans et al., *The American Century*, Alfred A. Knopf (adapted)

- 7 Based on this document, state *two* ways that “separate but equal” was not equal when it came to education in the segregated states before 1954.**

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each way that “separate but equal” was not equal when it came to education in the segregated states before 1954
Examples: Southern states spent less on black children’s education; black teachers’ salaries were less than white teachers’ salaries; there were more medical schools for whites; investment in school buildings for whites was four times higher than in buildings for black students; \$86 million was spent on white colleges, but only \$5 million on black colleges; there were a lot more white colleges than black colleges

Score of 0:

- Incorrect response
Examples: it cost more for blacks to go to school; there were more black schools than white schools; the entire black population was illiterate
- Vague response that does not answer the question
Examples: illiteracy; busing was allowed; things were worse for black students
- No response

Document 8

... Segregation of white and colored children in public schools has a detrimental effect upon the colored children. The impact is greater when it has the sanction of the law, for the policy of separating the races is usually interpreted as denoting the inferiority of the negro group. A sense of inferiority affects the motivation of a child to learn. Segregation with the sanction of law, therefore, has a tendency to [retard] the educational and mental development of negro children and to deprive them of some of the benefits they would receive in a racial[ly] integrated school system.

Whatever may have been the extent of psychological knowledge at the time of *Plessy v. Ferguson*, this finding is amply supported by modern authority. Any language in *Plessy v. Ferguson* contrary to this finding is rejected.

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

— Chief Justice Earl Warren, Opinion of the Court, *Brown v. Board of Education of Topeka* (1954)

8 According to this document, what was the Supreme Court’s ruling regarding the “separate but equal” doctrine as it applied to public schools?

Score of 1:

- States the Supreme Court’s ruling regarding the “separate but equal” doctrine as it applied to public schools
Examples: “separate but equal” has no place; segregation has a detrimental effect on colored children; separate educational facilities are inherently unequal; policy of segregation incorrectly implies inferiority of African Americans; African Americans are deprived of equal protection of the laws guaranteed by the Fourteenth Amendment

Score of 0:

- Incorrect response
Examples: “separate but equal” is legal; segregation is based solely on race; *Plessy v. Ferguson* is supported by the Court; the Supreme Court said it was okay
- Vague response that does not answer the question
Examples: Supreme Court did not like it; it is inferior
- No response

United States History and Government
Content-Specific Rubric
Document-Based Question—January 2004

Historical Context:

Although Americans place a high value on education, access to formal education has not always been available to all. Since colonial times, educational opportunities have been extended to more and more people in the United States.

- Task:**
- Discuss the efforts made by individuals and the government (federal, state, or local) to extend educational opportunities in American society
 - Evaluate the extent to which these efforts were successful

Scoring Notes:

1. *At least two* efforts to extend educational opportunities in American society must be discussed; the efforts can be made **either** by individuals **or** by the government **or** an individual and the government.
2. For the purposes of meeting the criteria of using at least **five** documents in the response, documents 4a and 4b may be counted as separate documents *if* the response uses specific facts from each of those documents.
3. Efforts to extend educational opportunities in American society do not need to be identified as individual efforts or as government efforts.
4. The evaluation of the success of efforts made by individuals or the government must be related to the discussion of the efforts of the individuals or government.
5. Government programs could be explained as an individual's efforts. For example, identifying the establishment of the G. I. Bill as an initiative of Harry Truman.
6. Similar information can be used to discuss and evaluate different efforts to extend educational opportunities in American society.

Score of 5:

- Thoroughly addresses all aspects of the task by discussing *at least two* efforts made by individuals and/or the government to extend educational opportunities in American society and by evaluating the extent to which these efforts were successful
- Incorporates accurate information from at least **five** documents (see Key Ideas from the Documents Charts)
- Incorporates substantial relevant outside information related to the extension of educational opportunities and the evaluation of these efforts (see Relevant Outside Information Charts)
- Richly supports the theme with many relevant facts, examples, and details; is more analytical than descriptive such as relating the efforts of the Radical Republicans to the establishment of the Freedmen's Bureau schools and the later connection to Jim Crow laws *or* relating the work of Thurgood Marshall for the NAACP to the Supreme Court ruling in *Brown v. Board of Education*
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Score of 4:

- Addresses all aspects of the task by discussing *at least two* efforts made by individuals and/or the government to extend educational opportunities in American society and by evaluating the extent to which these efforts were successful, although the discussion of one aspect of the task may be less complete than the other
- Incorporates accurate information from at least **five** documents
- Incorporates relevant outside information related to the extension of educational opportunities and the evaluation of these efforts
- Includes relevant facts, examples, and details; may be more descriptive than analytical, providing examples rather than explaining them such as relating the efforts of the Radical Republicans to the establishment of the Freedmen’s Bureau schools *or* discussing the efforts of the Supreme Court to reverse “separate but equal” in *Brown v. Board of Education*
- Is a well-developed essay, demonstrating a logical and clear plan of organization, but may use the documents in a less integrated manner than in a Level 5 response
- Introduces the theme by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Score of 3:

- Addresses all aspects of the task in a limited way or addresses most aspects of the task fully
- Incorporates some relevant information from the documents
- Incorporates little or no relevant outside information
- Includes some relevant facts, examples, and details; may be more descriptive than analytical; may include some minor inaccuracies
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by repeating the historical context and concludes by repeating the theme

Some Examples of Addressing the Task at Level 3

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

1. Thoroughly discusses **one** effort made to extend educational opportunities **and** evaluates the extent to which **this** effort was successful **and** meets Level 5 criteria in the discussion.
2. Discusses **one** effort made to extend educational opportunities **and** evaluates the extent to which **this** effort was successful; discusses a **second** effort made to extend educational opportunities.
3. Discusses **one** effort made to extend educational opportunities **and** evaluates the extent to which **this** effort was successful; evaluates the extent to which a **second** effort was successful.

Score of 2:

- Addresses some aspects of the task
- Makes limited use of the documents *or* may only restate the contents of the documents
- Presents little or no relevant outside information
- Includes few relevant facts, examples, and details; may include some 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 *or* these elements may not refer to the theme

Some Examples of Addressing the Task at Level 2

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

1. Discusses **one** effort made to extend educational opportunities **and** evaluates the extent to which **this** effort was successful.
2. Discusses **two** efforts made to extend educational opportunities.
3. Evaluates the extent to which **two** efforts made were successful.
4. Discusses **two** efforts made to extend educational opportunities **and** evaluates the extent to which another **different** effort was successful.

Score of 1:

- Shows a limited understanding of the task, but addresses some aspects of the task
- Makes vague, unclear references to the documents
- Presents no relevant outside information
- Includes few or no relevant facts, examples, and details; may include inaccuracies
- May demonstrate a major 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 *or* these elements may not refer to the theme

Score of 0: Fails to address the task, is illegible, or is a blank paper

Key Ideas and Relevant Outside Information Charts

Efforts Made by Individuals <i>or</i> Government to Extend Educational Opportunities		Extent to Which Efforts Were Successful	
Key Ideas from the Documents	Relevant Outside Information (This list is not all-inclusive)	Key Ideas from the Documents	Relevant Outside Information (This list is not all-inclusive)
Money from land sales in the Northwest Territory used to support public schools (doc 1)	Thomas Jefferson and other founding fathers valued the importance of education in a democracy	Land Ordinance of 1785 demonstrates government support for education (doc 1)	Land Ordinance encouraged settlement of Northwest Territory State government support for public education continues in the form of lotteries, exams, standards, financial assistance, teacher certification, compulsory attendance laws Local government supports education through property taxes Federal support continues with GI Bill, National Defense Education Act, Elementary and Secondary School Act, Head Start programs, national standards, Bush administration's "No Child Left Behind"
Emma Willard addresses the public and the members of the New York State Legislature on educating females (doc 2)	Emma Willard stressed the importance of public support for a well-rounded secondary education for women, including mathematics and science		Troy Female Seminary opened (Emma Willard School) Oberlin College admitted women Mt. Holyoke founded More elementary and secondary schools throughout country opened doors to young women Elizabeth Blackwell graduated from medical school More well-educated young women became school teachers

Key Ideas and Relevant Outside Information Charts (cont.)

Efforts Made by Individuals or Government to Extend Educational Opportunities		Extent to Which Efforts Were Successful
Key Ideas from the Documents	Relevant Outside Information (This list is not all-inclusive)	Key Ideas from the Documents
<p>Horace Mann becomes national spokesman through position as secretary of Massachusetts Board of Education</p> <p>Education is the great equalizer of American society</p> <p>Education can prevent poverty</p> <p>Education has the potential to end class distinctions within society (doc 3)</p>	<p>Mann's annual reports reinforced importance of publicly supported elementary and secondary schools</p> <p>Mann emphasized need for longer school year, teacher training, better textbooks, and he encouraged women to become teachers</p>	<p>Increased numbers of elementary and secondary schools opened outside New England</p> <p>States such as New York financially support teacher colleges</p> <p>School year lengthened as less emphasis is placed on agriculture</p> <p>Teaching became major occupation of college-educated women in the 19th century</p> <p>Access to free public education and a high school diploma is the right of every child in the United States today</p>
<p>Federal Government establishes Freedmen's School (doc 4a)</p>	<p>Republicans in Congress established Freedmen's Bureau because they recognized the importance of educated African American citizenry</p> <p>Booker T. Washington encouraged vocational education</p> <p>W.E.B. Du Bois encouraged liberal arts education</p>	<p>Children of former slaves enroll in large numbers</p> <p>African American students have appetite for learning (doc 4b)</p> <p>Freedmen's Bureau established schools throughout South</p> <p>Learning how to read and write helped many former slaves prepare for citizenship duties</p> <p>Illiteracy rates remained high for African Americans, especially after Reconstruction efforts waned</p> <p>Tuskegee Institute and other black colleges established</p>
<p>Individuals contribute educational supplies to schools (doc 5)</p>	<p>Role of philanthropy continues in education through grants and corporate donations</p>	<p>Textbook purchases subsidized by taxes in some states</p> <p>Local government supports education through property taxes</p>

Key Ideas and Relevant Outside Information Charts (cont.)

Efforts Made by Individuals or Government to Extend Educational Opportunities		Extent to Which Efforts Were Successful	
Key Ideas from the Documents	Relevant Outside Information (This list is not all-inclusive)	Key Ideas from the Documents	Relevant Outside Information (This list is not all-inclusive)
Schools offer Americanization classes for immigrants in the evening (doc 6)	Continuing education programs provided for people who work during the day Large urban areas offer alternative high school experiences	Immigrants learn the language and are assimilated (doc 6)	ESL programs teach immigrants English language skills New York State offers Regents examinations in different languages
Segregated schools are the rule in Southern states Segregating states spend significant sums of money on busing white students, and supporting white colleges, medical schools, law schools, and engineering schools (doc 7)	Graduates of white schools earn more money than graduates of black schools Hate groups are formed Other forms of discrimination occur in Southern States	White students in segregating states have more educational opportunities and are more likely to complete school Lack of equipment and transportation keep African Americans illiterate (doc 7)	Jim Crow laws keep Southern schools separate but not really equal 1896 decision of Supreme Court gave support to segregation in <i>Plessy v. Ferguson</i>
Supreme Court addresses school segregation in <i>Brown v. Board of Education</i> and reverses its earlier decision in <i>Plessy v. Ferguson</i> Supreme Court states that separate but equal facilities are inherently unequal (doc 8)	Thurgood Marshall's legal work for NAACP addresses segregation of educational facilities President Eisenhower sends federal troops to Little Rock to uphold Brown decision Kennedy administration supports James Meredith Martin Luther King, Jr., lobbies Kennedy administration for civil rights bill Civil Rights Act of 1964 passed and further desegregates schools Presidential and judicial provide support for affirmative action programs	Equal protection clause (14th amendment) is used to support desegregation Segregation violates the due process clause of the 14th amendment (doc 8)	Schools throughout South attempt to circumvent and resist desegregation orders (Little Rock) Busing programs implemented as result of de facto segregation Supreme Court decisions upheld busing as means of achieving racial balance African Americans begin to gain access to formerly segregated state universities Specific quotas in admissions ruled unconstitutional in <i>Regents of the University of California v. Bakke</i> Supreme Court decisions uphold some affirmative-action admission policies at universities

Education is very important in American society because it opens the door for many opportunities. Unfortunately, many groups have been neglected and not given a fair chance to excel. However, many efforts have been made as an attempt to extend educational opportunities for minority groups, such as African Americans, immigrants, and women. Efforts by both individuals and also the government have made it possible for minority groups to move ahead.

African Americans have faced many challenges to overcome setbacks in education. Throughout United States History, African Americans have been treated as an inferior race. They have been faced with racism, prejudice, and enslavement. Southern States did not allow slaves to learn how to read and write. However, following the Civil War, the radical republicans in Congress established the Freedman's Bureau to help African Americans assimilate into American society. Aid was provided in the way of clothing and food. As shown in Document 4, the Freedman's Bureau also set up schools to provide educational opportunities. Once African Americans were freed from slavery they were enthusiastic and energetic to attend schools to get an education. However, despite efforts to move ahead, another set-back was put in place. Late in

the 1800s, the Supreme Court passed a ruling that "separate but equal" facilities were okay in public facilities in the Plessy vs. Ferguson case. As a result, schools continued to be segregated. Unfortunately, the educational facilities were not equal where Jim Crow laws were enforced. According to Document 7, schools "spent half as much educating a black child as they spent educating a white." Blacks often had run-down buildings and hand-down books from the white schools. Often there was no plumbing, no transportation, and few qualified teachers. However, as times changed, so did the opinion of American citizens. In 1954, the Supreme Court made another important decision. As shown in Document 8, the Supreme Court struck down its earlier decision regarding "separate but equal" facilities in public education by using the equal protection clause of the 14th amendment. Schools were forced to integrate. When the law was not followed, President Eisenhower used his executive power to enforce the law by sending Federal troops to Little Rock. These efforts have been successful because the United States has come a long way regarding equal opportunity in education. Even though the Supreme Court made a poor decision, it corrected itself. It is illegal to segregate schools. Since the early 1900s, many more schools have opened for African Americans.

Congress passed the Civil Rights Act of 1964 which led to further desegregation of schools and affirmative action programs were designed by the federal government to insure educational opportunities for a diverse segment of American Society. America has come a long way.

Other minority groups have also faced set-backs in education that have kept them from excelling. America is a melting pot of many different people. Often it is a culture shock for immigrants because they are in an unfamiliar land. Even though many immigrants come to America for better economic opportunities, they are already at a disadvantage because they are unable to speak the language. Also when large numbers of immigrants began to arrive from southern and eastern countries in the 1890's, nativist public opinion became increasingly concerned about their cultural differences and their inability to assimilate. However, educational opportunities in society have been successful to assimilate these immigrants. According to Document 6, Americanisation schools in urban areas were established to help immigrants fit into society, learn the language, and become U.S. citizens. These schools offered an opportunity for immigrants to fit into society and earn a better living. These efforts to extend educational opportunities continued to be successful because there are currently ESL

programs which continue to offer aid to children of recently arrived immigrants. In addition, continuing education programs are offered in many high schools. New York State regents exams which are mandated for high school graduation are offered in many different languages.

In conclusion, many different groups have faced challenges that have kept them from receiving educational opportunities. However, due to the efforts of the Supreme Court and activists, doors have been opened so that all individuals have an equal opportunity to obtain an education. Through a proper education, many more people have been able to get out of poverty and establish themselves. As Horace Mann suggested, when education is universal and complete, the distinctions in society will disappear and all Americans will be equal.

Anchor Level 5-A

The response:

- Thoroughly addresses all aspects of the task by discussing and evaluating efforts made by the federal government with the Freedmen's Bureau and Supreme Court cases and by local governments with Americanization schools to extend educational opportunities in American society
- Incorporates accurate information from documents 3, 4, 6, 7, and 8
- Incorporates relevant outside information (enslavement of African Americans; Radical Republicans in Congress; food and clothing offered through Freedmen's Bureau; Jim Crow laws; conditions of segregated schools; President Eisenhower's executive power in sending troops to Little Rock; Civil Rights Act of 1964; affirmative action programs; melting pot; location of Americanization schools in urban areas; southern and eastern immigration of the 1890s; nativism; ESL programs; continuing education opportunities; New York State Regents examinations offered in many different languages)
- Richly supports the theme with many relevant facts, examples, and details; is more analytical than descriptive (African Americans treated as an inferior race throughout history; racism and prejudice; Southern states did not allow slaves to learn how to read and write; "separate but equal" facilities okay in public facilities; enforcement of Jim Crow laws; times changed American opinion; schools forced to integrate; Supreme Court made a poor decision in Plessy and then corrected itself; Civil Rights Act of 1964 led to further desegregation of schools; affirmative action ensured educational opportunities for diverse segments of American society; setbacks in education kept minority groups from excelling; immigrants suffer from culture shock in an unfamiliar land; immigrants come to America for better economic opportunity; Americanization schools established in urban areas to help immigrants fit into society)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme that connects education to the movement of people out of poverty and removing class distinctions in American society

Conclusion: Overall, the response fits the criteria for Level 5. The response demonstrates a strong understanding of the task. The documents and outside information are successfully integrated with contemporary programs that are relevant and contribute to a sophisticated analysis and evaluation.

education and the educating of a nation's people is the only way to ensure a prosperous future for the people and the nation itself. It is the job of the federal government to provide sufficient educational opportunities to all members of the nation. Alongside the federal government and contributions made by individuals are the way to ready America's youth and the leaders of tomorrow for a changing world. The foundation of a good education is as important as being able to work with what is available.

The Land Ordinance of 1785 provided funding for schools through the sale of land within the Northwest Territory which was separated in 6 square mile townships which then were divided into 36 sections. This encouraged education in the NW territory by providing money for schools. The state of New York has implanted a program to provide extra capital for schools throughout the state. New York has a state lotto; a portion of the money raised per jackpot goes toward the state education fund. This is similar to Document 1's Land Ordinance because the state government is providing money for education like the federal government provided land for education.

Public education as proposed by Horace Mann in Document 3 was another action to extend educational opportunity in America. Public education allows

a greater number of people to contribute to society. Horace Mann believed that education ~~would~~ could equalize different groups in American society. He also believed that public education was important to train people to be good with the skills they might need for jobs so they would not be poor. Public education lets America truly be known as the land of opportunity. Now that commitment is continued to the present by the state of New York doing its best job to keep youth at competitive levels along with educating immigrants with ESL programs. This is done by imposing the Regents too. Regents programs are tougher than regular classes. By holding students to a higher standard New York's youth will be better fitted to take on the tasks of the changing world.

When America opened public education to "freedmen" they enabled more minds to be cultivated by teaching as in Document 4's picture with having more people being educated it allows educational standards to be raised for the country as a whole and getting an education was not always easy. In #4 where Mary S. Battey, a teacher of African Americans in a Freedmen's Bureau school said that even when opposed by white threats and with very few original students being able to read the simplest of words, the students took this

opportunity and built upon it. Even after the school's population more than tripled only less than a 1/4 of the students could not yet read in a 6 week period. Where in document #5 the Kansas school made do with limited resources they had and were able to teach students. Using books imported from other states and an apple on a string to teach mathematical geography not only shows their creativity but also resourcefulness. Schools no longer have to worry as much about substantial lack of resources because school funding comes from local, state, and federal taxes and this helps with the cost.

Document #8 talks about the court case *Brown v. Board of Education* where the doctrine "separate but equal" is now known as "separate but equal are inherently unequal." The Supreme Court in *Brown v. Board of Education* decided that having different facilities was unconstitutional by violating the 14th amendment which calls for equal protection of the laws. Schools that are publicly funded were forced to desegregate. Thus desegregation is helpful to the education process by allowing blacks and whites to go to school together.

The education process has been helped by

actions taken on the federal, state and local levels and by individuals to ensure good opportunities for the future of American youth and the future of America.

Anchor Level 5-B

The response:

- Thoroughly addresses all aspects of the task by discussing and evaluating efforts made by the federal government in the Land Ordinance, Freedmen’s schools, and Supreme Court cases and by Horace Mann to extend educational opportunities in American society
- Incorporates accurate information from documents 1, 3, 4, 6, and 8
- Incorporates relevant outside information (New York State lottery; Horace Mann’s idea that public education trains people with the skills needed for jobs to avoid poverty; New York State Regents exams; ESL programs; desegregation)
- Richly supports the theme with many relevant facts, examples, and details; is more analytical than descriptive (funding for schools by selling land in the Northwest; New York State education money comes from lottery; similarity between Land Ordinance and New York State lottery; America as a “land of opportunity”; New York State does its best to keep youth at competitive levels; New York holds students to higher standards, which prepares them for changing world; more education raises standards for whole country; creativity and resourcefulness used in teaching lessons; school funding now comes from government; “separate but equal” violates equal protection clause of 14th amendment; publicly funded schools must desegregate as result of Brown)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the historical context and concludes with a short summary of the theme

Conclusion: Overall, the response fits the criteria for Level 5. The response demonstrates a good understanding of the documents and the task. Outside information is somewhat limited, but the integration of relevant and interesting material to support document information is very good. The use of analytical statements to compare different time periods strengthens the response.

Through the course of history one thing has kept our societies alive - education. Though it was once something only the wealthy could receive, it has, nevertheless affected us. Without education the ideas of Rousseau and Montesquieu would not have survived and therefore there would be no social contract or separation of powers on which we so heavily based our government. Public schools are a very modern idea we "stumbled upon" somewhere between the 19th and 20th centuries. It took many voices, be them individual citizens, federal programs, or just sheer chance, but the "call for education" was heard.

Very little was done in the 18th century benefiting education, except a small provision in the Land Ordinance of 1785 where the profit from the sale of a single one square-mile plot would support schools. This was a step towards public education. Then, in the 19th century people began to consider education a little more highly, and people like Emma Willard spoke out against the self-created wall of

ignorance that was confining this country. She believed that females of wealthy families would benefit from an education, and in her 1819 speech she shared her beliefs with the public. (Doc. 2) The uneducated public. Soon, in response to an outcry for education, schools such as Emma Willard, Oberlin, and more secondary schools erupted across the U.S., not public per say, but accessible by most. Then, after the Civil War the government created the Freedmen's Bureau, which in turn created schools for blacks. (Thus far only whites could receive an "education.") (Doc. 4a) But, even then, schools faced serious problems. Not enough books, and no maps to name a few, but teachers like India Harris Simmons (Doc. 5) and Mary S. Battey (Doc 4b) taught despite these conditions. India Simmons had to use an apple and a ball in place of a globe when teaching her class about mathematical geography, but she made due. Another roadblock for public education came with the segregation of public schools in the 1900's.

Prior to 1954 \$86 million was spent on white colleges, and a meagre \$5 million on blacks. Investment in white school buildings was four times higher than that of black school buildings, and "the percent of whites finishing school was four times that of blacks." (Doc 7) So much for the "separate but equal" bit of the Plessy decision. But, in 1954, a miracle happened. A little girl had wanted to attend a white public school because it was closer than the black public school. The only problem - she was black. The school board turned her away. But the Browns took the Board of Education to court where the case was handed from one court to another until it reached the Supreme Court. After much deliberation, the highest court in the land ruled that little Miss Brown had the constitutional right to attend that white school. And the public schools began to desegregate. (Doc 8) and more African Americans received educational opportunities.

The efforts of the federal government

through the Freedmen's Bureau, and individuals like Emma Willard contributed to the formation of our current public education system. And, though efforts may not have been immediately effective, they still reached their goal, even though nearly 150 years separates their first effort from their triumph. They succeeded.

Anchor Level 4-A

The response:

- Addresses all aspects of the task by discussing the efforts of Thomas Jefferson and Emma Willard and the efforts of the federal government's Freedmen's Bureau and Supreme Court decisions although the evaluation of these efforts is less complete than the discussion of the efforts
- Incorporates accurate information from documents 1, 2, 4, 5, 7, and 8
- Incorporates relevant outside information (ideas of Rousseau and Montesquieu; social contract; separation of powers; Emma Willard, Oberlin, and other secondary schools; background information on *Brown v. Board of Education*)
- Includes relevant facts, examples, and details; is both descriptive and analytical (public schools are a modern idea; education only for wealthy; took many voices for the call of education to be heard; Emma Willard spoke out against self-erected wall of ignorance confining the country; Browns took Board of Education to court; highest court in land ruled Brown had constitutional right to attend white school; more African Americans received educational opportunity as result of Brown; efforts not immediately effective but contributed to current system)
- Is a satisfactorily developed essay, demonstrating a general plan of organization, but uses the documents in a less integrated manner than in a Level 5 response
- Introduces the theme by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme that addresses the long struggle of extending educational opportunities in American society

Conclusion: Overall, the response fits the criteria for Level 4. Document information and outside information are combined to demonstrate how educational opportunities have been extended to the present day. Outside information, although at times irrelevant, is creatively woven into the fabric of the narrative.

The United States has always placed a great deal of importance on the education process. In order to preserve the idea that America was a land of freedom and opportunity, many struggled to make education available to everyone.

As the nation expanded, one of the government's prime objectives was to establish an education system. The Land Ordinance of 1785 (as shown in Document 1) provided funding for schools through money taken in from the sale of specific areas in a township. Students received their education in one-room schoolhouses, and children of all ages were often grouped together under one teacher. The main objective was to teach literacy, and many students walked miles to ~~the~~ school, much like the young Abraham Lincoln did, to learn this skill.

In spite of limited resources, thrift and resourcefulness made the educational process functional. India Harn's Simmons, a Kansas teacher in the late 1800s, wrote that students would bring whatever learning books they had at home for class use. An apple and a ball substituted for a real globe, and though there were no pull-down maps hanging on the walls, "the large ones in books answered the purpose when care was taken to hold them correctly." (Document 5). The efforts of the teachers and the eagerness of the students established the base for the current schools systems and allowed many to live better than they would have otherwise. Education helps to teach young

people about good citizenship and basic skills needed for a democracy.

Another education crusade was to teach African Americans. Statistically speaking, black schools received significantly less funding than white schools. Once slavery was outlawed after the Civil War, many freedmen stayed on the plantations because there was little else for them. It was illegal to teach a slave to read and write, putting them at an obvious disadvantage once they were freed. Radical Republicans in Congress passed legislation which started Freedmen's ~~sto st~~ schools in the South. Many former slaves took advantage of these schools and learned how to read and write. Mary S. Battey, a Georgia teacher of an African American school, told of the "threatening from the whites and the consequent fear of the blacks" that went hand-in-hand with opening a black school. Despite this, many students enrolled. (Document 4)

But even with the efforts of such people, "The American Century," by Harold Evans (Document 7) declared that "in 1946, an estimated one quarter of the entire black population was functionally illiterate." It was not until the case of Brown v. Board of Education of Topeka arose, in which a father protested that his ~~daughter~~ daughter had to be bused across the city to a black school when they lived in close proximity to a white school. The decision to end the "separate but equal" facilities of the Plessy

v. Ferguson case did so on the grounds that segregated schools "deprive them as some of the benefits they would receive in a racially integrated school system." (Document 8)

The emphasis placed on education in the United States resulted in the betterment of many people and helped assure the Declaration of Independence ideal of the right to life, liberty, and the pursuit of happiness through their knowledge.

Anchor Level 4-B

The response:

- Addresses all aspects of the task by discussing the efforts made by the federal government with the Land Ordinance and the Freedmen's Bureau to extend educational opportunities in American society, although evaluation of these efforts is less complete than the discussion of the efforts
- Incorporates accurate information from documents 1, 4, 5, 7, and 8
- Incorporates relevant outside information (one-room schoolhouse; children of all ages grouped together under one teacher; Abraham Lincoln walked to school; education taught good citizenship and basic skills needed for democracy; freedmen stayed on plantations after Civil War; illegal to teach slaves how to read and write; Radical Republicans passed legislation establishing Freedmen's schools; background of *Brown v. Board of Education*; Declaration of Independence ideals of "life, liberty, and pursuit of happiness" achieved through education)
- Includes relevant facts, examples, and details; is more descriptive than analytical, mentioning examples rather than explaining them (America land of freedom and opportunity; one of government's prime objectives to establish educational system; main objective to teach literacy; thrift and resourcefulness in spite of limited resources; book maps substituted for pull-down maps; early efforts to establish basis for current school systems; statistically, black schools received significantly less funding; freed slaves at a disadvantage as a result of not knowing how to read and write; father protested busing of daughter across city when a white school was nearby; "separate but equal" facilities of Plessy)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the historical context and uses the conclusion to show how education related to the ideals of the Declaration of Independence

Conclusion: Overall, the response fits the criteria for Level 4. The integration of document information is generally effective. The outside information and the use of the documents demonstrate a good understanding of the task. The evaluation is not extensive; however, the conclusions show an understanding of the benefits of education.

Over the years, America has not always had sufficient school systems. But because many people and the government thought education was important, school systems began to develop and they helped the less educated. Today, there are many schools in the U.S. and an education is one of the most necessary qualities a person can have.

In the beginning years of America, the Land Ordinance of 1785 was passed by the government. As mentioned in document 1, it provided for the sale of land in the Northwest Territory. It was created so that people would build schools on this land so that children could have an education. This plan did work because many schools in the Northwest came about because of this act and the precedent was set for further government involvement in promoting education. This can be seen in later years in the passage of N.E. Bill. Today the idea of National Standards has become a

priority for the nation. Because of the Homestead Act, many people were encouraged to move to the West and therefore they would need an education. Volunteers soon came to teach. As mentioned in document 5, one teacher had very little materials to work with, basically only what the students brought with them. Because people like these were willing to teach, the state governments eventually set up school systems there to further education; thus making this volunteering successful.

Another group in U.S. history who needed to be educated were African Americans. Before the Civil War, not many blacks were educated. As mentioned in document 4, some blacks though were willing to learn. Also mentioned there, the U.S. government built Freedmen schools for them so they could become educated. The government's efforts were not completely successful though because many blacks would receive a lesser education compared to whites because of Jim Crow policies. Even though the case Plessy vs. Ferguson said that

segregated facilities are constitutional as long as they were equal, blacks still suffered from not having enough schools and unequal educational opportunities. In document 7, governments in the South spent much more money on white schools than on black ones. Because blacks were at a disadvantage, the U.S. government would step in. According to document 8, the U.S. ruled in Brown v. Board of Education of Topeka, that segregated facilities are not fair or just. Here, the government's aid to helping improve black education was successful because even today, both blacks and whites usually have equal educational opportunities.

In conclusion, much has been done to give educational opportunities to people. Most of it has been successful while sometimes, not enough was done. America then, is and was usually a very good place to live because it has most of the time, supported education for all people.

Anchor Level 4-C

The response:

- Addresses all aspects of the task by discussing and evaluating efforts made by the government in the Land Ordinance, Freedmen's schools, and Supreme Court rulings to extend educational opportunities in American society
- Incorporates accurate information from documents 1, 4, 5, 7, and 8
- Incorporates relevant outside information (GI Bill; national standards; Homestead Act; Jim Crow policies)
- Includes relevant facts, examples, and details; is both descriptive and analytical (education is one of most necessary qualities a person can have; Land Ordinance set precedent for further government involvement in education; Homestead Act encouraged many people to move west; state governments set up school systems; before Civil War, not many blacks were educated; blacks receive lesser education because of Jim Crow policies; segregated facilities constitutional as long as equal; because blacks at disadvantage, United States government stepped in; today blacks and whites usually have equal educational opportunities; America good place to live because education is supported for all people)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The conclusions that are drawn are relevant and insightful. The use of the evaluation to discuss more recent developments is effective.

Since the beginning of our country's history, American citizens have put a great deal of effort towards education. Education has been held in high regard by most everyone as a way to better ourselves. According to Horace Mann, "It does better than to disarm the poor of their hostility towards the rich, it prevents being poor." (Document 3). Throughout our history, there have been some rough times in the past, as far as education. However, individuals as well as the government have made efforts to mend these flaws.

During the 1700's and early 1800's, while our nation was expanding westward, it was difficult to set up and maintain a good system of schools and education in the new territories. To help this problem, the government divided the open land into sections. Furthermore, they cut the sections into blocks of land in which they sold to settlers. To help the growth of the community they would designate a few of these blocks for government buildings and schools (document 1). The government generally tried to center the schools in the center

region of the area so that it would be easily accessible to all the children of the town.

Although the government supported the building of schools, the school systems were still lacking. Classroom resources were not always readily available. One teacher of a new territory school tried to fill in the gap by using everyday items in place of classroom objects (document 5). Because there was no globe to use, she would use an apple or a ball instead. The textbooks she used were the books that her students brought from home.

Another group that was forced to face difficulties in the past, was the African American population. Since the abolition of slavery African Americans have had to work hard and long to extend their educational opportunities. The schools were usually segregated and they were not as well funded as other white schools.

More money was spent on improving white schools than black schools, and there were many more fields and opportunities open to white students (document 7). These poor conditions didn't keep civil rights activists

from pursuing a better future in education, however many African Americans fought the segregation laws that held their school systems back. Even after the Supreme Court ruled that "separate but equal" was fair, activists kept fighting. In 1954, African American education got its first big break. In the case of 'Brown vs. Board of Education of Topeka', the Supreme Court ruled that "separate but equal" had no place in public education (document 8). African Americans finally reached educational equality.

Though the extent of success in educational development has been varied between different groups, we, the American people, have much to be thankful for. If it weren't for the pioneers of educational movements, our country would not be what it is today.

Anchor Level 3-A

The response:

- Addresses most aspects of the task fully by discussing and evaluating efforts made by the federal government to extend educational opportunities to settlers in the Northwest and by evaluating the extent to which the federal government was successful in extending educational opportunities to African Americans
- Incorporates some relevant information from documents 1, 3, 5, 7, and 8
- Incorporates little relevant outside information (abolition of slavery; civil rights activists; African Americans finally reached equality)
- Includes some relevant facts, examples, and details; is far more descriptive than analytical (difficult to set up and maintain a good system of schools in new territories; classroom resources not always readily available; everyday items used in classroom; African Americans had to work long and hard to extend educational opportunities; poor conditions did not keep civil rights activists from pursuing better future; activists kept fighting after *Brown v. Board of Education*)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by establishing a framework that uses Document 3 to reinforce the historical context and concludes by demonstrating how past accomplishments have had an impact on our country today

Conclusion: Overall, the response fits the criteria for Level 3. Despite the literal interpretation of the location of schools in townships in the Northwest, the integration of documents demonstrates a good understanding of the task. The inclusion of a few well-placed analytical statements adds to the discussion.

Many people in our government and society have tried to stimulate educational growth throughout our nation. For the longest time, blacks and immigrants were shunned at the thought of obtaining an equal education similar to the white man. But we progressed, and through this, many attained the opportunity for equal education.

During the Civil War era, blacks (who were slaves until 1865) were treated unkindly and thought upon as being inferior to the white race. Even after Reconstruction, blacks were segregated against because of the Jim Crow laws and the KKK movement in the South. One law required the now freed blacks to take a literacy test in order to be able to vote. Obviously since most blacks were uneducated, they failed. And though the government tried to improve education for African Americans by setting up Freedmen's Bureau schools (Doc 4), many did not attain the educational goals.

The Supreme Court's reasoning for why there was segregation was started in the court case *Plessy vs. Ferguson*, that "separate but equal facilities are constitutional." Meaning, segregation was legal. But it was shown that it was not equal with Harold Evans' report which stated that "segregating states spend \$86 million on white colleges, \$5 million on black ones" (Doc 7).

Also with this, the Supreme Court ruled in *Brown vs. Board of Education* that "separate but equal" facilities was unconstitutional, (Doc 8) so then blacks attained their educational needs, though still discriminated against as seen when the Governor of Ohio called on the National Guard to prevent black students (now able to integrate) from entering their schooling system.

Immigrants were also encouraged to go to school in order to enhance the feeling of Americanization. Many immigrants could not read nor write. The government sponsored Americanization schools which offered evening classes so immigrants could work and go to school. (Doc 6)

Many actions were taken to have the "minorities" of our society obtain equal education though it may not seem like much, the people involved in educational reform were able to bring society what it is today, more equal, less separated.

Anchor Level 3-B

The response:

- Addresses most aspects of the task by discussing and evaluating the effort of the federal government's role in establishing schools for blacks and the efforts of local governments to establish Americanization schools for immigrants
- Incorporates some relevant information from documents 4, 5, 6, 7, and 8
- Incorporates some relevant outside information (Reconstruction; Jim Crow laws; KKK movement; literacy tests; use of national guard to integrate schools)
- Includes some relevant facts, examples, and details; is far more descriptive than analytical (black schools still segregated after Reconstruction because of Jim Crow laws; literacy tests required for blacks to vote; segregation legal because of Plessy; Americanization schools offered evening classes); includes an inaccuracy (national guard called out in Ohio to prevent integration)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the historical context and concludes by making a reference to present-day society which is "more equal, less separated"

Conclusion: Overall, the response fits the criteria for Level 3. The discussion of the efforts to extend educational opportunities is more complete than the evaluation of those efforts. Despite the minor historical error, the outside information and the integration of historical references are good.

Americans have always placed high value on education and having an educated people. Education, however, has not always been available to all. People have worked to change this though so that everyone can enjoy an education.

As time went on women began to realize how important education was for them too. Emma Willard expressed her beliefs for educated women and felt that if they were educated they would be able to make better decisions (document 2). This only appealed to the wealthy however, Horace Mann was an advocate in educating the poor. He believed if the poor were educated they would eliminate poverty. (document 3). Another problem that was faced was education for blacks. Before the civil war blacks weren't even allowed to go to school but after freed slaves needed to be educated and schools were built for them (document 4a) but Jim Crow laws prevented blacks from attending the same school as whites and they did not receive nearly as much money

or specialized colleges as whites. (Document 7). But Blacks were eager to learn (Document 4). "Separate but equal" laws prevented Blacks from attending the same schools and receiving as good of education as whites in *Brown vs. Education* (Document 8) the Supreme Court ruled this to be unfair and unconstitutional.

Today Schools are forced to enroll all students without discrimination due to race or gender because people fought for equal rights for all, the principles of the United States. Due to this every one is allowed an opportunity to education today.

Anchor Level 3-C

The response:

- Addresses all aspects of the task in a limited way by discussing and evaluating the efforts made by Emma Willard and Horace Mann and the efforts of the federal government's Supreme Court rulings to extend educational opportunities in American society
- Incorporates some relevant information from documents 2, 3, 4, 7, and 8
- Incorporates some relevant outside information (before the Civil War blacks not allowed to go to school; Jim Crow laws; "separate but equal" unconstitutional)
- Includes some relevant facts, examples, and details; is more descriptive than analytical (educated women could make better decisions; education of poor to eliminate poverty; "separate but equal" prevented blacks from attending same schools as whites; Supreme Court ruling in *Brown v. Board of Education*)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by restating the historical context and concludes by mentioning an impact of *Brown v. Board of Education*

Conclusion: Overall, the response fits the criteria for Level 3. Document information is limited and not well developed. Discussion of efforts to extend educational opportunities in American society and the evaluation of those efforts are superficial, making this response a low level 3 paper.

The United States of America is the richest country in the world; it holds many of the world's most prestigious universities and was founded upon traditions of excellence in education. From its beginning the U.S. stressed the need for education of its citizens but not until the 19th and 20th centuries did many begin to see the need to extend educational opportunities to all Americans. Many efforts were taken to increase the number of American's educated but in many situations these efforts were feckless.

The North was very education oriented since its beginning. Horace Mann first headed the Massachusetts School Board. He encouraged year long rather than seasonal education and supported government funding for books and supplies. As shown in Doc. 3, Mann saw the good that can come in education, believing that in education lays the key to eliminating poverty. Likewise in the North female education was encouraged. At a time when women couldn't vote and women were expected to become wives. Document 2 stresses the need for female education which will teach girls to act using reason instead of emotion. Also educating females would help further American ideals and standards. The North also saw the need to educate immigrants. Cities like New York were becoming "melting pots" of different cultures and the need to Americanize was evident. Americanization schools stressed the need to learn English and become citizens as seen in Doc. 6.

Although the U.S. is one of the richest and most opportunity filled nations, not until the 19th and 20th centuries were efforts to expand education to the masses evident. Many of this effort proved futile and the quest to expand education remains today.

Anchor Level 2-A

The response:

- Addresses some aspects of the task by discussing the efforts made by Horace Mann and Emma Willard and by local governments with Americanization schools to extend educational opportunities in American society
- Makes limited use of documents 2, 3, and 6
- Presents some relevant outside information (Mann supported lengthening the school year and government funding for books and supplies; women could not vote; most women expected to become wives; cities like New York became melting pots)
- Includes some relevant facts, examples, and details (United States founded upon tradition of excellence; United States has many of world's prestigious universities; the North more educationally oriented since the beginning; female education encouraged in North; need to Americanize evident)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the historical context and concludes by stating that although efforts have been made to extend educational opportunities, many have not been successful and the quest remains today

Conclusion: Overall, the response fits the criteria for Level 2. Three efforts to extend educational opportunities are mentioned, but none of these efforts are evaluated. The conclusion is a weak generalization that is not supported by any facts or details.

Note: The Individual Education Plan (IEP) for this student includes dictating a response to a keyboarder.

Although Americans place a high value on education, access to formal education has not always been available to all. Since colonial times, educational opportunities have been extended to more and more people in the United States.

The government has played a big role in the effort to extend educational opportunities for blacks. In the case of *Brown vs. Board of Education of Topeka*, the Supreme Court ruled in favor of Brown and against the "separate but equal" doctrine of *Plessy vs. Ferguson*. The "separate but equal" doctrine creates a feeling of inferiority that can effect a person in a lot of negative ways. In some states "separate but equal" was not always equal ~~and~~ when it came to education. On average ~~the~~ white schools were invested money 4 times greater than that of blacks. White teachers salaries were 30 percent higher, and the percent of whites finishing school was 4 times higher than blacks. In 1946 nearly one quarter of the black population were illiterate. So clearly educational opportunities were not equal for blacks and their access to colleges and universities was limited.

Even though supplies were limited for blacks in the early days, blacks really had an appetite for learning. Some would walk miles just to go to school after only a five-hour session. Blacks had little opportunities but made the best ^{out} of them. Many learned how to read and this helped them to get better jobs and want more out of life.

In conclusion education should be provided for all and everyone should have equal opportunities.

Anchor Level 2-B

The response:

- Addresses some aspects of the task by evaluating the efforts of the federal government's Supreme Court decision to end "separate but equal" and the federal government's efforts to set up schools for blacks after the Civil War
- Makes limited use of documents 4, 7, and 8
- Presents little relevant outside information (blacks made the best of limited opportunities to get better jobs and made the best out of them)
- Includes few facts, examples, and details ("separate but equal" creates a feeling of inferiority; "separate but equal" not always equal when it comes to education; blacks appetite for learning; many blacks learn to read)
- Demonstrates a general plan of organization
- Introduces the theme by repeating the historical context and concludes with a one sentence summary

Conclusion: Overall, the response fits the criteria for Level 2. The evaluation of the reversal of *Plessy v. Ferguson* is good; however, the evaluation of African American education after Reconstruction is limited. The use of only three documents limits this response.

Although Americans place a high value on education, access to formal education has not always been available to all. Since colonial times, educational opportunities have been extended to more and more people in the United States.

During this time period many groups and reforms tried to provide opportunities for others. One of these reformers was Emma Willard. In her address to the public, Document 2, she proposed a plan for improving female education. Emma Willard believed that by educating the wealthy female it would, strengthen and develop their reasoning skills along with preserving them from child labor. Another reformer who believed in education was Horace Mann. Horace Mann believed that educating the public would ultimately benefit American society. Horace Mann stated, Document 3, that public education would disarm the poor of hostility towards the rich and prevent being poor.

India Harris Simmons was another school teacher, who taught her students in Kansas although many sufficient supplies were not available. Ms. Simmons did her best to teach her students with what she could get. There weren't any suspension globes to teach mathematical reasoning,

so an apple and ball did the trick.

Throughout the history of the United States,
education has played a major role in the development
of the countries culture and people.

Anchor Level 2-C

The response:

- Addresses some aspects of the task by discussing the efforts made by Emma Willard, Horace Mann, and India Harris Simmons to extend educational opportunities in American society
- Makes limited use of documents 2, 3, and 5
- Presents no relevant outside information
- Includes few facts, examples, and details (Willard's plan to improve female education; education would strengthen and develop female reasoning skills; Mann believed public education prevents poverty; substitutions used for supplies)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by repeating the historical context and concludes with a reference to the role education played in the development of the country's culture and people

Conclusion: Overall, the response fits the criteria for Level 2. The efforts of three individuals to extend educational opportunities in American society are addressed, but only by using the language in the documents. None of these efforts are evaluated. Although education did have an impact on child labor, the information from document 2 is misinterpreted.

Since colonial times, Americans have placed a high value on education.

Throughout the 19th century and into the 20th century, educational opportunities were extended to more and more people in the United States.

Many people throughout history have pushed to create educational systems. In the early colonial times schools were built. Unfortunately ~~and~~ though, most of these schools were only available to those who were wealthy.

In the 1800 reform schools for girls were brought on. This school did not teach girls how to read, or learn math. This school taught girls to be lady-like. ~~In Document 2~~ Emma Willard states what this school would do for wealthy families with daughters.

The government took many actions to try and better educate children. ~~During~~ After the civil war, African Americans were given the chance to go to school. Schools were opened to teach African Americans. Although these schools were opened, not to many people in the south jumped to this experience.

Many African Americans did not know how to read. Mary S. Battey was a school-teacher in Georgia and she says she did not see much progress or willingness to be in school.

Anchor Level 1-A

The response:

- Shows a limited understanding of the task, but mentions efforts made by Emma Willard and the federal government after the Civil War to extend educational opportunities in American society
- Makes vague references to documents 2 and 4b
- Includes little relevant outside information (most early colonial schools available only to wealthy)
- Includes few relevant facts, examples, and details (schools built in colonial times; after Civil War African Americans given chance to go to school; many African Americans did not know how to read) and several inaccuracies (reform schools for girls in the 1800s taught girls to be ladylike; Mary Battey did not see progress with her students or a willingness to be in school)
- Demonstrates a general plan of organization
- Introduces the theme by rephrasing the historical context and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. An attempt is made to address part of the task; however, a lack of understanding leads to misinterpretation of documents 2 and 4b. In addition, overgeneralizations confuse the overall effort.

EVER SINCE colonial times, AMERICANS HAVE PLACED A
VERY HIGH VALUE ON EDUCATION.

Document 1 states how the LAND ORDINANCE OF 1785
PROVIDED LAND IN EACH TOWNSHIP FOR SCHOOLS TO
BE BUILT. THIS LAND WAS LOCATED NEAR THE CENTER
OF THE TOWNSHIP TO ENSURE AN EQUAL DISTANCE FROM
PEOPLE. THIS HELPED ENCOURAGE EDUCATION THROUGHOUT
THE NORTHWEST TERRITORY.

Document 3 states that AMERICAN SOCIETY GREATLY BENEFITS
FROM EDUCATION IN THAT ^{IT} PREVENTS PEOPLE FROM BECOMING POOR.
THIS GAVE PEOPLE A GREATER KNOWLEDGE AND UNDERSTANDING
AND IMPROVED THEIR LIVES.

Anchor Level 1-B

The response:

- Minimally discusses and evaluates efforts made by the federal government in the Land Ordinance and by Horace Mann to extend educational opportunities in American society
- Makes limited use of documents 1 and 3
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (Land Ordinance of 1785 provided land in each township to encourage education; education prevents people from becoming poor and helps give people greater knowledge and understanding and improve their lives)
- Demonstrates a weak plan of organization
- Introduces the theme by restating part of the historical context and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The attempts to summarize the contents of documents 1 and 3 are very limited.

Americans have always viewed education as an important part of life. During the 19th century educational opportunities were extended to more and more people. There were many efforts to educate our nation. Many efforts had success, but some failed to provide the best learning opportunities.

As the nation expanded westward, people were settling in undeveloped areas where access to public education was less available than areas like New England. To encourage the American population to move westward schools were needed. Document 1 shows how the government supported the schooling of western families. Land was set aside specifically for public schools. The Land Ordinance made settlement out west more appealing in that sense. As people moved farther west even more schools were needed like the school India Harris Simmons taught at in 1848. Both the state and federal government played a role in encouraging education during manifest destiny and the westward movement.

After the Civil War Freedmen suddenly had the opportunity to learn how to read and write. They were citizens, and they had the right to be educated. The government opened Freedmen schools which served that purpose. The picture in Document 4(a) shows one such school. You can tell from looking at it that the school was not much, but the African Americans were ready to learn. They were a group that really took up the expanding educational opportunities that were offered.

Document 4(b) illustrates how eager former slaves were to go to school. They showed great improvement, and began to show their potential as American citizens. People like Booker T. Washington and W.E.B. DuBois encouraged African Americans to seek opportunities in both vocational schools and colleges and universities.

With the passage of the Jim Crow (separate but equal) Laws, tension was built because of the unequal education. It became obvious that whites had more educational opportunities, because they had better schooling. According to Document 7, "Southern states spent half as much educating a black child as they spent educating a white."

There were not nearly as many black colleges as there were white, and black children were not in school as many years as white children. The equality of their educations were not fair. But the Supreme Court tried to solve this issue in *Brown v. Board of Education*. When Eisenhower sent troops into Little Rock, the government role in education became a standard for protecting educational opportunities for all.

Another group to expand their schooling were immigrants. The early 20th century brought many new citizens from foreign countries. Nativists caused a nationwide fear of foreigners, and they wanted the new-comers to assimilate quickly. Americanization schools were offered to the immigrants as a way to learn English and learn how to be an American citizen. Document 6 shows how the education looked appealing to them. This effort was successful, but it could not take away all their native traditions.

Whether originally successful or not, the expanding education throughout the U.S. has had an effect on all of its citizens. Education has continued to be one of America's strengths, making the U.S. a leading world power.

Americans have a high value for education. However, it has not always come to everyone equally. Some groups fought hard to have an equal opportunity to learn.

In 1785 the Land Ordinance made sure that a certain spot of land would have a school. (Doc. 1) However this was not a very fair system. Only whites could attend school none of the minority groups could. According to Horace Mann he believed that education was needed and if there are schools they will teach people how not to be poor. (Doc. 2)

The education system was good but it just did not have equal rights for everyone and not everyone could attend school. Schools were eventually opened for whites and blacks but they were "separate but equal", not true. The black schools only received less than \$1 million while the white schools received \$42 million. (Doc. 7) This caused shortages in supplies for the black schools. They had to use what they were able to find or bring from home. (Doc. 5)

In conclusion, education is a very important factor for a society. Keep it fair for everyone no matter what race you are.

Education is one of the most valued opportunities to Americans. In the late ~~min~~ 19th and early 20th centuries education became available to more people because Americans realized just how important it is. The U.S. Government played a large role in getting education off the ground and more available.

As many know education was not often available to minorities, but to whites only. Racial segregation was a huge problem in our nation's history. After the Civil War the federal government began to create schools, which gave African Americans educational opportunities. (Doc. 4). Even though schools were created it was often difficult for African Americans to get there. Schools were often far away from where some children lived and whites gave them problems on their journey there. When the Supreme Court ~~ruled that racial~~ ~~segregation was not a problem~~ ~~and that separate~~ ~~facilities were not~~ gave legal jurisdiction for racial segregation by ruling that separate facilities were legal ~~when~~ as long as those facilities were equal to one another; in the Plessy vs. Ferguson case

created even more problems for blacks. Harold Evans wrote in The American Century, how "separate but equal" was really not equal. Segregating states would spend \$42 millions ~~for each~~ on schools to where whites attend, but would only spend less than \$1 million to where blacks attended. (Doc. 7).

The government realized this in the case of Brown vs. Board of Education in 1954. They ruled that segregation in education was unconstitutional. (Doc. 8).

African Americans were not the only people in America who the government made education more available to, but also to the poor. Wealthy men had no trouble really getting an education because they had the money and could afford it. But what about those who weren't rich, it was very difficult for them to get an education so they remained poor.

Horace Mann, the Secretary of the Massachusetts State Board of Education realized how beneficial education would be to society. He stated that, "Education would help disarm the hostility of the poor towards the rich and also help them from being poor." (Doc. 3)

The government ~~has not been able to~~ did a lot to help those receive ~~only~~ an education. Many citizens in the late 19th and early 20th centuries ~~could~~ were ~~not~~ unable to receive one and the government was able to put an ~~end~~ end to ~~racial~~ racial segregation and help African Americans to get an education as good as the whites and help the poor to get out of the money problems with a good education.

Although Americans place a high value on education, access to formal education has not always been available to all. Since colonial times, educational opportunities have been extended to more and more people in the United States.

Many individuals and government made an effort to extend educational opportunities in American society. In the late 1800's more and more immigrants came to the United States. Efforts were made by local governments to get immigrants educated (document 6). Schools were set up to offer evening classes for working immigrants. This meant they could work during the day to support their families. They promoted educated immigrants in speaking the American language and teaching them to live like an American.

This movement was pretty successful. Many of the immigrants that took the classes found it easier to adapt to American culture and become successful after they took the classes. Many became American citizens and got better jobs.

Education has always been a crucial aspect of American society. Throughout the ages, more and more people have come to realize what a vital part of society it is. Although originally only a limited amount of people were allowed to attend school, over time different groups called for and received equal opportunity education. The women's movement, immigration movement, and black's rights supporters have all played a role in expanding the American educational society.

In the early colonial period of America, only white, rich boys were allowed to go to school. Girls were taught the essential and practical tasks at home. This began to change with the women's rights movement in the 1800's. Many women stood up for the rights of the female population. Leading figures included Susan B. Anthony, Cady Stanton, and Emma Willard, as stated in Document 2. As a result of their efforts women were integrated into American schools, such as Oberlin and new schools were established such

as Emma Willard and Mount Holyoke. Later in the 19th century, women eventually rose to political and social prominence in American society. They became schoolteachers and were excellent at educating young minds with the resources given to them (Document 5).

The black educational movement took a little longer to be equal. After the Civil War, the government failed to set their rights completely equal to those of the white population. Plessy vs. Ferguson, the landmark Supreme Court case ruled that blacks could "be separate but equal." Because of Jim Crow policies this was carried out in an unjust manner, with federal funding going mostly to white schools instead of black (Document 7).

After the second World War, blacks began to press for equal opportunity schooling. They finally began to get results through tireless dedication to their cause. The NAACP, or National Association for the Advancement of

Colored People, pressed for judicial rulings toward black rights. Martin Luther King Junior campaigned for President John F. Kennedy to pass a Civil Rights Act. Finally, the Supreme Court ruling came that the "separate but equal" policy was unconstitutional. The case of Brown vs. The Board of Education of Topeka (Documents) was a landmark victory for the black educational movement when it reversed Plessy. The Civil Rights Act of 1956 was passed, giving the black American society full rights by further desegregating public schools.

The education movement has been pursued by countless people and organizations. From the women's rights convention in Seneca Falls led by Elizabeth Cady Stanton, to the NAACP, to the Americanization movement, to Martin Luther King Jr., the education movement has been an ongoing process in American history. Through their efforts, people of all ages, race, and color are allowed to attend school. Through education, everyone can better themselves in "the land the free and the home of the brave."

Practice Paper A—Score Level 4

The response:

- Addresses all aspects of the task by discussing and evaluating the efforts made by government in the Land Ordinance, Freedmen schools, *Brown v. Board of Education*, and Americanization schools to extend educational opportunities in American society
- Incorporates accurate information from documents 1, 4, 5, 6, 7, and 8
- Incorporates relevant outside information (education more assessable in New England; manifest destiny; abolition movement; Booker T. Washington; W. E. B. Du Bois; vocational schools; Jim Crow laws; Eisenhower and Little Rock; nativists)
- Includes relevant facts, examples, and details; is both analytical and descriptive (access to public education limited in underdeveloped areas; Land Ordinance made settlements out west more appealing; more schools come with manifest destiny and westward movement; freedmen as citizens had right to be educated; former slaves show potential as American citizens; African Americans had opportunities in vocational schools, colleges, and universities; tension built because education unequal; government set standard for protecting educational opportunities at Little Rock; nativists caused nationwide fear of foreigners and wanted them to assimilate quickly; education could not take away all native traditions)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme that demonstrates the impact of education on all citizens, who contributed to making the United States a leading world power

Conclusion: Overall, the response fits the criteria for Level 4. The discussion regarding Americanization is not essential for addressing the task; however, the information is accurate and includes some good analytical statements. The factual development and historical references are combined to illustrate how the extension of educational opportunities has contributed to America’s greatness.

Practice Paper B—Score Level 2

The response:

- Addresses some aspects of the task by discussing the efforts made by Horace Mann and by the federal government in the Land Ordinance and by evaluating the role of “separate but equal” in extending educational opportunities for African Americans
- Incorporates some information from documents 1, 3, 5, and 7
- Presents no relevant outside information
- Includes few facts, examples, and details (Mann’s belief that education teaches people how not to be poor; “separate but equal” schools not equal); includes one inaccuracy (the Land Ordinance linked to whites only schools)
- Demonstrates a general plan of organization
- Introduces the theme by going slightly beyond a restatement of the historical context and concludes by stating that education is important and should be fair for everyone

Conclusion: Overall, the response fits the criteria for Level 2. Although there is an evaluation of the doctrine “separate but equal”, it is not related to the efforts that are mentioned. Much of the response is a restatement of document information.

Practice Paper C—Score Level 3

The response:

- Addresses most aspects of the task by discussing and minimally evaluating the efforts of Horace Mann and the federal government in extending educational opportunities to African Americans and the poor
- Incorporates some relevant information from documents 3, 4, 7, and 8
- Incorporates some relevant outside information (Supreme Court gave legal jurisdiction for racial segregation; unconstitutionality of segregation; wealthy had money for education)
- Includes some relevant facts, examples, and details; is more descriptive than analytical (education not available to minorities; after the Civil War federal government created schools; difficult for African Americans to get to school; legality of separate facilities; *Brown v. Board of Education*)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Although the response addresses most aspects of the task, evaluative comments are minimal and some statements are not supported with specific details. Documents are utilized but are interpreted literally and not carefully analyzed.

Practice Paper D—Score Level 2

The response:

- Addresses some aspects of the task by discussing an effort made by local government to extend educational opportunities to immigrants and evaluating in a limited way the extent to which these efforts were successful
- Incorporates accurate information from document 6
- Presents little relevant outside information (many immigrants came to the United States in late 1800s; better jobs as a result of Americanization)
- Includes few facts, examples, and details (evening classes for working immigrants; Americanization classes made it easier for immigrants to adapt to American culture)
- Demonstrates a general plan of organization
- Introduces the theme by repeating the historical context and concludes by evaluating the extent to which Americanization schools were successful

Conclusion: Overall, the response fits the criteria for Level 2. Although only one document is used, both parts of the task are addressed in a limited way to assess educational opportunities for immigrants.

The response:

- Addresses all aspects of the task by discussing and evaluating the efforts of individuals and the government to extend educational opportunities to African Americans and women in American society
- Incorporates accurate information from documents 2, 5, 6, 7, and 8
- Incorporates relevant outside information (women’s rights movement in the 1800s; Susan B. Anthony; Elizabeth Cady Stanton; Emma Willard school; Oberlin; Mt. Holyoke; Jim Crow policies; World War II; NAACP; Martin Luther King, Jr.; President John F. Kennedy; Civil Rights Act; Seneca Falls)
- Includes relevant facts, examples, and details; is more descriptive than analytical, mentioning examples rather than explaining them (only white rich boys allowed to attend school in colonial America; girls taught practical tasks at home; women rose to political and social prominence; women became schoolteachers; Jim Crow policies carried out in unjust manner; tireless dedication of blacks to cause; NAACP pressed for judicial rulings; King campaigned for President Kennedy to support a civil rights bill; Brown case was a landmark victory; Civil Rights Act further desegregated schools; education helps everyone to better themselves “in the land of the free and the home of the brave”)
- Is a well-developed essay, demonstrating a logical and clear plan of organization, but uses the documents in a less integrated manner than in a Level 5 response
- Introduces the theme by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme that refers to the ongoing process of extending educational opportunities

Conclusion: Overall, the response fits the criteria for Level 4. Despite the erroneous 1956 date for the Civil Rights Act and the chronological error of placing *Brown v. Board of Education* after the efforts of John F. Kennedy and Martin Luther King, Jr., the outside information and the historical references, though not fully discussed, are strong. The discussion demonstrates a good understanding of the continuing process of educational reform throughout United States history.

United States History and Government Specifications

January 2004

Part I Multiple Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Constitutional Change: Amendments to the Constitution	Standards 1 and 5: US and NY History; Civics, Citizenship, and Government
Document-based Essay	Civic Values; Cultural Life; Immigration; Places and Regions; Constitutional Principles	Standards 1, and 5: US and NY History; Civics, Citizenship, and Government

Regents Examination in United States History and Government — January 2004
 Chart for Determining the Final Examination Score (Use for January 2004 examination only.)

To determine the student's final score, locate the student's total essay score across the top of the chart and the total Part I and Part III A score down the side of the chart. The point where those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 6 and a total Part I and Part III A score of 47 would receive a final examination score of 79.

Total Essay Score →	Total Part I and Part III A Score										
	0	1	2	3	4	5	6	7	8	9	10
0	0	2	4	6	9	12	15	18	22	26	30
1	1	2	4	7	10	13	16	20	23	27	31
2	1	3	5	8	11	14	17	21	25	29	33
3	2	4	6	9	12	15	18	22	26	30	34
4	2	4	7	10	13	16	20	23	27	31	36
5	3	5	8	11	14	17	21	25	29	33	37
6	4	6	9	12	15	18	22	26	30	34	38
7	4	7	10	13	16	20	23	27	31	36	40
8	5	8	11	14	17	21	25	29	33	37	41
9	6	9	12	15	18	22	26	30	34	38	43
10	7	10	13	16	20	23	27	31	36	40	44
11	8	11	14	17	21	25	29	33	37	41	46
12	9	12	15	18	22	26	30	34	38	43	47
13	10	13	16	20	23	27	31	36	40	44	49
14	11	14	17	21	25	29	33	37	41	46	50
15	12	15	18	22	26	30	34	38	43	47	52
16	13	16	20	23	27	31	36	40	44	49	53
17	14	17	21	25	29	33	37	41	46	50	55
18	15	18	22	26	30	34	38	43	47	52	56
19	16	20	23	27	31	36	40	44	49	53	58
20	17	21	25	29	33	37	41	46	50	55	59
21	18	22	26	30	34	38	43	47	52	56	60
22	20	23	27	31	36	40	44	49	53	58	62
23	21	25	29	33	37	41	46	50	55	59	63
24	22	26	30	34	38	43	47	52	56	60	65
25	23	27	31	36	40	44	49	53	58	62	66
26	25	29	33	37	41	46	50	55	59	63	68
27	26	30	34	38	43	47	52	56	60	65	69
28	27	31	36	40	44	49	53	58	62	66	70
29	29	33	37	41	46	50	55	59	63	68	72
30	30	34	38	43	47	52	56	60	65	69	73
31	31	36	40	44	49	53	58	62	66	70	74

Total Part I and Part III A Score (continued)											
	0	1	2	3	4	5	6	7	8	9	10
32	33	37	41	46	50	55	59	63	68	72	76
33	34	38	43	47	52	56	60	65	69	73	77
34	36	40	44	49	53	58	62	66	70	74	78
35	37	41	46	50	55	59	63	68	72	76	79
36	38	43	47	52	56	60	65	69	73	77	80
37	40	44	49	53	58	62	66	70	74	78	82
38	41	46	50	55	59	63	68	72	76	79	83
39	43	47	52	56	60	65	69	73	77	80	84
40	44	49	53	58	62	66	70	74	78	82	85
41	46	50	55	59	63	68	72	76	79	83	86
42	47	52	56	60	65	69	73	77	80	84	87
43	49	53	58	62	66	70	74	78	82	85	88
44	50	55	59	63	68	72	76	79	83	86	89
45	52	56	60	65	69	73	77	80	84	87	90
46	53	58	62	66	70	74	78	82	85	88	91
47	55	59	63	68	72	76	79	83	86	89	92
48	56	60	65	69	73	77	80	84	87	90	93
49	58	62	66	70	74	78	82	85	88	91	94
50	59	63	68	72	76	79	83	86	89	92	94
51	60	65	69	73	77	80	84	87	90	93	95
52	62	66	70	74	78	82	85	88	91	94	96
53	63	68	72	76	79	83	86	89	92	94	96
54	65	69	73	77	80	84	87	90	93	95	97
55	66	70	74	78	82	85	88	91	94	96	97
56	68	72	76	79	83	86	89	92	94	96	98
57	69	73	77	80	84	87	90	93	95	97	98
58	70	74	78	82	85	88	91	94	96	97	98
59	72	76	79	83	86	89	92	94	96	98	99
60	73	77	80	84	87	90	93	95	97	98	99
61	74	78	82	85	88	91	94	96	97	99	99
62	76	79	83	86	89	92	94	96	98	99	100