

United States History and Government
Part A Specific Rubric
Document-Based Question—August 2005

Document 1

. . . This is not an issue as to whether the people are going hungry or cold in the United States. It is solely a question of the best method by which hunger and cold can be prevented. It is a question as to whether the American people on the one hand will maintain the spirit of charity and of mutual self-help through voluntary giving and the responsibility of local government as distinguished on the other hand from appropriations out of the Federal Treasury for such purposes. My own conviction is strongly that if we break down this sense of responsibility, of individual generosity to individual, and mutual self-help in the country in times of national difficulty and if we start appropriations of this character we have not only impaired something infinitely valuable in the life of the American people but have struck at the roots of self-government. Once this has happened it is not the cost of a few score millions, but we are faced with the abyss of reliance [trap of relying] in [the] future upon Government charity in some form or other. The money involved is indeed the least of the costs to American ideals and American institutions. . . .

Source: President Herbert Hoover, Press Statement, February 3, 1931

1 According to this document, how did President Hoover hope the American people would respond to the problems of the Depression?

Score of 1:

- States how President Hoover hoped the American people would respond to the problems of the Depression
Examples: charity; mutual self-help; voluntary giving; local government should take the responsibility; individual generosity

Score of 0:

- Incorrect response
Examples: they should do nothing; ask for appropriations from the federal treasury; strike at the roots of self-government
- Vague response that does not answer the question
Examples: the best method; spirit; they shall not go hungry
- No response

Document 2

. . . Kentucky coal miners suffered perhaps the most. In Harlan County there were whole towns whose people had not a cent of income. They lived on dandelions and blackberries. The women washed clothes in soapweed suds. Dysentery bloated the stomachs of starving babies. Children were reported so famished they were chewing up their own hands. Miners tried to plant vegetables, but they were often so hungry that they ate them before they were ripe. On her first trip to the mountains, Eleanor Roosevelt saw a little boy trying to hide his pet rabbit. “He thinks we are not going to eat it,” his sister told her, “but we are.” In West Virginia, miners mobbed company stores demanding food. Mountain people, with no means to leave their homes, sometimes had to burn their last chairs and tables to keep warm. Local charity could not help in a place where everyone was destitute. . . .

“No one has starved,” Hoover boasted. To prove it, he announced a decline in the death rate. It was heartening, but puzzling, too. Even the social workers could not see how the unemployed kept body and soul together, and the more they studied, the more the wonder grew. Savings, if any, went first. Then insurance was cashed. Then people borrowed from family and friends. They stopped paying rent. When evicted, they moved in with relatives. They ran up bills. It was surprising how much credit could be wangled. In 1932, about 400 families on relief in Philadelphia had managed to contract an average debt of \$160, a tribute to the hearts if not the business heads of landlords and merchants. But in the end they had to eat “tight.” . . .

A teacher in a mountain school told a little girl who looked sick but said she was hungry to go home and eat something. “I can’t,” the youngster said. “It’s my sister’s turn to eat.” In Chicago, teachers were ordered to ask what a child had had to eat before punishing him. Many of them were getting nothing but potatoes, a diet that kept their weight up, but left them listless, crotchety [cranky], and sleepy. . . .

Source: Caroline Bird, *The Invisible Scar*, David McKay Company

2 State *two* ways the families described in this passage dealt with the problems of the Depression.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each way the families described in this passage dealt with the problems of the Depression

Examples: lived on dandelions *and/or* blackberries; vegetables were eaten before they were ripe; they had to eat their pets; they cashed insurance policies; they ate nothing but potatoes; burned furniture for heat; borrowed money; stopped paying rent; lived on credit; used savings; took turns eating

Score of 0:

- Incorrect response
Examples: there were fewer deaths; children were punished; local charities were able to take care of the problem
- Vague response that does not answer the question
Examples: they suffered; women washed clothes; everyone was destitute; they were listless
- No response

Document 3



Source: H. W. Felchner, New York City, February, 1932

3 Based on this photograph, state *one* effect the Great Depression had on many Americans.

Score of 1:

- States an effect that the Great Depression had on many Americans as shown in this photograph
Examples: many had to stand in line for food; restaurants sought donations to feed the hungry

Score of 0:

- Incorrect response
Examples: people stood in line to buy newspapers; lines were longer in the winter; people had to wear suits to be served in a restaurant
- Vague response that does not answer the question
Examples: lines; restaurants were busy; many newspapers were sold
- No response

Document 4

. . . Brigades of Bonus Marchers converged on Washington [in 1932]. Congress had voted the bonus money, but for later. Some of these men might have been hustlers and perhaps there were a few Communists among them, but most were ex-soldiers who had served the nation [in World War I], frightened men with hungry families. The ragged hordes blocked traffic, clung like swarming bees to the steps of the Capitol. They needed their money now. They built a shacktown on the edge of Washington. Many had brought their wives and children. Contemporary reports mention the orderliness and discipline of these soldiers of misfortune. . . .

Source: John Steinbeck, "Living With Hard Times," *Esquire*

4 Based on this document, state the reason the Bonus Marchers went to Washington.

Score of 1:

- States a reason the Bonus Marchers went to Washington
Examples: they wanted their bonus money now; they needed to feed their hungry families; they needed money

Score of 0:

- Incorrect response
Examples: to build a shack town; they wanted to serve the nation; to block traffic; sit on the steps of the Capitol; they were hustlers; they were communists
- Vague response that does not answer the question
Examples: they were ragged; they were like swarming bees; Congress voted
- No response

Document 5

. . . Working women at first lost their jobs at a faster rate than men — then reentered the workforce more rapidly. In the early years of the Depression, many employers, including the federal government, tried to spread what employment they had to heads of households. That meant firing any married woman identified as a family’s “secondary” wage-earner. But the gender segregation in employment patterns that was already well established before the Depression also worked to women’s advantage. Heavy industry suffered the worst unemployment, but relatively few women stoked blast furnaces in the steel mills or drilled rivets on assembly lines or swung hammers in the building trades. The teaching profession, however, in which women were highly concentrated and indeed constituted a hefty majority of employees, suffered pay cuts but only minimal job losses. And the underlying trends of the economy meant that what new jobs did become available in the 1930s, such as telephone switchboard operation and clerical work, were peculiarly suited to women. . . .

Source: David M. Kennedy, *Freedom From Fear*, Oxford University Press

5 Based on this document, state *two* ways women in the labor force were affected by the Depression.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each way women in the labor force were affected by the Depression

Examples: when women were secondary wage-earners, they might be fired; since women were not working in heavy industry, fewer were fired from their jobs; women teachers suffered pay cuts; pay cuts; many new jobs were suited for women; some working women lost their jobs; women lost their jobs at a faster rate than men

Score of 0:

- Incorrect response
Examples: women suffered the highest unemployment rates in the country; women were the last to reenter the workforce after losing their jobs
- Vague response that does not answer the question
Examples: employment patterns were established; job cuts; employment spread around
- No response

Document 6

. . . For black people, the New Deal was psychologically encouraging (Mrs. Roosevelt was sympathetic; some blacks got posts in the administration), but most blacks were ignored by the New Deal programs. As tenant farmers, as farm laborers, as migrants, as domestic workers, they didn't qualify for unemployment insurance, minimum wages, social security, or farm subsidies. Roosevelt, careful not to offend southern white politicians whose political support he needed, did not push a bill against lynching. Blacks and whites were segregated in the armed forces. And black workers were discriminated against in getting jobs. They were the last hired, the first fired. Only when A. Philip Randolph, head of the Sleeping-Car Porters Union, threatened a massive march on Washington in 1941 would Roosevelt agree to sign an executive order establishing a Fair Employment Practices Committee. But the FEPC had no enforcement powers and changed little. . . .

Source: Howard Zinn, *A People's History of the United States*, HarperCollins Publishers

6a Based on this document, state *one* reason many African Americans did not benefit from New Deal programs.

Score of 1:

- States a reason that many African Americans did not benefit from New Deal programs
Examples: New Deal programs ignored most blacks; many did not qualify for unemployment insurance, minimum wages, social security, *and/or* farm subsidies; FDR needed support from white politicians

Score of 0:

- Incorrect response
Examples: they chose not to accept help; Roosevelt signed an executive order
- Vague response that does not answer the question
Examples: segregation; they were offended; Mrs. Roosevelt was sympathetic; FEPC changed little
- No response

6b According to this document, how did the government respond to the threat from the Sleeping-Car Porters Union?

Score of 1:

- States a way that the government responded to the threat from the Sleeping-Car Porters Union
Examples: the Fair Employment Practices Committee was established; Roosevelt agreed to sign an executive order

Score of 0:

- Incorrect response
Examples: the armed services were segregated; black workers were the last hired; blacks got jobs in the administration; a massive march was avoided
- Vague response that does not answer the question
Examples: the government responded; a massive march
- No response

Document 7

. . . Suddenly the papers were filled with accounts of highway picketing by farmers around Sioux City. A Farmers' Holiday Association had been organized by one Milo Reno, and the farmers were to refuse to bring food to market for thirty days or "until the cost of production had been obtained." . . .

The strike around Sioux City soon ceased to be a local matter. It jumped the Missouri River and crossed the Big Sioux. Roads were picketed in South Dakota and Nebraska as well as in Iowa. Soon Minnesota followed suit, and her farmers picketed her roads. North Dakota organized. Down in Georgia farmers dumped milk on the highway. For a few days the milk supply of New York City was menaced. Farmers in Bucks County, Pennsylvania, organized, and potato farmers in Long Island raised the price of potatoes by a "holiday." This banding together of farmers for mutual protection is going on everywhere, but the center of this disturbance is still Iowa and the neighboring States.

The Milk Producers' Association joined forces with the Farmers' Holiday. All the roads leading to Sioux City were picketed. Trucks by hundreds were turned back. Farmers by hundreds lined the roads. They blockaded the roads with spiked telegraph poles and logs. They took away a sheriff's badge and his gun and threw them in a cornfield. Gallons of milk ran down roadway ditches. Gallons of confiscated milk were distributed free on the streets of Sioux City. . . .

Source: Mary Heaton Vorse, "Rebellion in the Cornbelt," *Harper's Magazine*, December 1932

7 Based on this document, state *two* actions taken by farmers to deal with their economic situation during the Great Depression.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each action taken by farmers to deal with their economic situation during the Great Depression
Examples: highways were picketed; Farmer's Holiday Association was organized; they refused to bring food to market; roads were blockaded; milk was dumped on the highways; the Milk Producers' Association joined the Farmers' Holiday Association

Score of 0:

- Incorrect response
Examples: Minnesota farmers filed a lawsuit; they celebrated a national holiday; they jumped across the Missouri River; milk given away free in Sioux City
- Vague response that does not answer the question
Examples: the cost of products was obtained; mutual protection; papers were filled with accounts; milk ran down ditches
- No response

Document 8

Lorena Hickok, a former Associated Press reporter, was hired by Harry Hopkins (head of the Federal Emergency Relief Administration) to travel throughout the United States and send Hopkins private reports on the state of the nation and effects of the New Deal programs. This is an excerpt from one of those reports, dated January 1, 1935.

. . . Only among the young is there evidence of revolt, apparently. These young people are growing restive [restless]. Out of some 15 weekly reports from industrial centers all over the country, hardly one omitted a paragraph pointing out that these young people may not tolerate much longer a condition that prevents them from starting normal, active, self-respecting lives, that will not let them marry and raise families, that condemns them to idleness and want. At present there is no leadership among them. College men are shoveling sand, checking freight cars, working in filling stations. High school graduates are offering themselves to industry “for nothing, just experience”—and are being accepted. Boys who normally would be apprentices in the trades are tramping [wandering] the pavements, riding the freights back and forth across the country, hanging about on street corners. One day in November a 21-year-old boy in Baltimore walked 20 miles, looking for work. “I just stopped at every place,” he said, “but mostly they wouldn’t even talk to me.” . . .

Source: Lowitt and Beasley, eds., *One Third of a Nation*, University of Illinois Press, 1981

8 Based on this document, state *one* way the Great Depression affected young people.

Score of 1:

- States one way the Great Depression affected young people
Examples: they became restless; they were unable to lead normal lives; they rode the freights back and forth across the country; they could not marry or raise families; they worked for experience

Score of 0:

- Incorrect response
Examples: they started a rebellion in industrial cities; they became apprentices in different trades; they revolted
- Vague response that does not answer the question
Examples: they led their lives; there was no leadership among them; there were weekly reports
- No response

United States History and Government
Content-Specific Rubric
Document-Based Question
August 2005

Historical Context: After the crash of the stock market in 1929, the Great Depression began. The Depression brought devastation to the economy of the United States and resulted in severe problems for the American people. Throughout the 1930s, the American people and the government dealt with the Depression in various ways.

Task:

- Discuss problems faced by the American people during the Great Depression of the 1930s
- Explain how the American people *and* government dealt with problems of the Depression

Scoring Notes:

1. This document-based essay has a minimum of *four* components to this task (*two* problems faced by the American people during the Great Depression, *one* way in which the *American people* dealt with the problems of the Depression, *and one* way in which the *government* dealt with the problems of the Depression).
2. The explanation of how the American people and the government dealt with the problems of the Depression does not need to be directly related to the specific problems that have been discussed.
3. The discussion of how the government dealt with the problems of the Great Depression may include references to local, state, *and/or* federal government responses.
4. Similar information may be used to discuss a problem of the Great Depression and to explain how the American people and the government dealt with the problems.
5. Both aspects of the task may be discussed simultaneously by including problems faced by the American people during the Great Depression of the 1930s in a discussion of how the American people and the government dealt with problems of the Great Depression.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by discussing problems faced by the American people during the Great Depression of the 1930s and explaining how the American people and the government dealt with problems of the Depression
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., Hoover’s commitment to “trickle-down” policies and rugged individualism evolves into government programs that lay the groundwork for the New Deal and Franklin D. Roosevelt’s pump-priming policies; links events such as unemployed veterans protesting delayed bonus to Hoover’s reluctance to support early payment and his decision to send the United States Army to force the veterans to leave Washington
- Incorporates relevant information from *at least five* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details (stock market crash of 1929; unemployment; World War I veterans; Hundred Days; Dust Bowl; march on Washington; Bonus Army)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing one aspect of the task less thoroughly than the other aspects of the task
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., discusses Hoover’s trickle-down policies and Franklin D. Roosevelt’s New Deal programs; connects unemployed veterans’ need for money to their March on Washington to demand their bonuses
- Incorporates relevant information from *at least five* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

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

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

1. Discusses *at least two* problems faced by the American people; explains how the American people *or* the government dealt with problems of the Great Depression
2. Discusses *one* problem faced by the American people; explains how the American people *and* the government dealt with problems of the Great Depression

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

Score of 2:

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

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

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

1. Discusses *at least two* problems faced by the American people during the Great Depression of the 1930s
2. Discusses *one* problem faced by the American people; explains how the American people *or* the government dealt with problems of the Great Depression
3. Explains how the American people *and* the government dealt with problems of the Great Depression

Score of 1:

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

Score of 0:

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

If the United States could have been said to have had a mid-life crisis, the Great Depression would have been it. The country, which had recently been reveling in the fun and good times of the Jazz Age, suddenly plummeted into a pit of emptiness and despair. Many people began to question the very essence and existence of the American dream. The American people were jobless, homeless, and starving. However, when the people needed him most, President Hoover, like a neglectful parent, chose to ignore the situation. It was the sustained will of the American people, combined with the sweeping reforms of President Roosevelt, that pulled the American people out from the squalor of the Hoovervilles and gave them back their prosperity and their lives.

The American people sank to their lowest during the Great Depression. After the stock market crash, the country's economy slowly sank into oblivion. Workers were laid off, banks failed because of the number of people who tried to withdraw their money. Unsound banking policies encouraged on-margin buying and encouraged over-speculation in the stock market. The farmers only answer to their economic hard times was to produce more and more crops to try to get just a little more money, but all their efforts just led to overproduction that caused prices to drop. Farmers were also faced with bad weather conditions. High temperatures, wind, and drought conditions led to the Dust Bowl on the Great Plains.

The vast majority of job layoffs occurred in the industrial occupations, such as the automobile industry which had overproduced cars in the 1920s, and many of these workers had no other way to get an income to support their families and maintain their standard of living (Doc 5). Many people tried to grow their own food because they could no longer afford to buy it. They also moved in with relatives to lower the cost of living (Doc 2). African Americans and other minorities had it even worse, because, as the saying goes, they were the "last hired and first fired." (Doc 6)

But where was the federal government when its citizens were in need? Nowhere! President Hoover, taking a policy of tough love to the extreme, decided to let the people of the U.S. fix the problem for themselves, (Doc 1). or to seek help from charities, churches and their local governments. He didn't pay out the government bonuses that World War I veterans needed even though many came to Washington hoping that the government would change its mind and give them their money. Many brought their families and stayed in Hoovervilles which Hoover thought were a disruption to the government. That is why he sent troops to convince them to return home. (Doc 4). At times he even denied that a problem existed (Doc 2).

Only after President Roosevelt came into office did the

country began to deal effectively with the problems of the Depression giving direct relief to the people and involving the federal government more directly in the economy. The New Deal Program, one of the most extraordinary pieces of social legislation ever passed established work programs that gave unemployed workers jobs in conservation programs such as the TVA and the WPA. A bank holiday was declared to make the banks safe for deposits. The New Deal also finally began to combat overproduction by paying farmers to cut down on the amount of crops they send to market. The new Deal also helped to resettle farmers that were affected by Dust Bowl conditions. (Doc 7) Although the situation didn't completely improve, Roosevelt was able to keep the country holding on until World War II when the economy finally pulled itself out of the gutter.

The Great Depression was absolutely the lowest point in American history. Americans were destitute and starving, living only for the moment, just trying to stay alive. They tried to help themselves on an individual basis, but this was not enough. Only when Hoover left office and Roosevelt came in were the American people, under the guiding hand of the federal government, able to work together to improve the state of the nation.