FOR TEACHERS ONLY
The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY
AND GOVERNMENT

Thursday, June 16, 2011 — 9:15 a.m. to 12:15 p.m., only

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

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

Scoring the Part I Multiple-Choice Questions

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

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

<table>
<thead>
<tr>
<th>Part I</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 . . . 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 . . . 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 . . . 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 . . . 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 . . . 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 . . . 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 . . . 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 . . . 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 . . . 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 . . . 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 . . . 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 . . . 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 . . . 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 . . . 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 . . . 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 . . . 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17 . . . 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 . . . 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19 . . . 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 . . . 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21 . . . 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22 . . . 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23 . . . 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24 . . . 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25 . . . 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26 . . . 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27 . . . 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28 . . . 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29 . . . 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 . . . 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31 . . . 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32 . . . 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33 . . . 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34 . . . 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35 . . . 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36 . . . 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37 . . . 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38 . . . 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39 . . . 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40 . . . 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41 . . . 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42 . . . 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>43 . . . 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>44 . . . 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45 . . . 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>46 . . . 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>47 . . . 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>48 . . . 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>49 . . . 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50 . . . 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Contents of the Rating Guide

For Part I (Multiple-Choice Questions):
- Scoring Key

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

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

Mechanics of Rating

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

Rating the Essay Question

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

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

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

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

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

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

Beginning in June 2011, schools are no longer permitted to rescore any of the open-ended questions (scaffold questions, thematic essay, DBQ essay) on this exam after each question has been rated the required number of times as specified in this rating guide, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately.
United States History and Government
Content-Specific Rubric
Thematic Essay
June 2011

Theme: Change—Constitutional Amendments
When the Founding Fathers wrote the United States Constitution, they included the amendment process. The amendments that have been passed brought political, social, and economic changes to American society.

Task: Select two constitutional amendments that have changed American society and for each
• Describe the historical circumstances that led to the adoption of the amendment
• Discuss the political, social, and/or economic changes the amendment brought to American society

You may use any constitutional amendments that have changed American society. Some suggestions you might wish to consider include the 13th amendment (abolition of slavery, 1865), 17th amendment (direct election of senators, 1913), 18th amendment (Prohibition, 1919), 19th amendment (woman’s suffrage, 1920), 22nd amendment (presidential term limits, 1951), 24th amendment (elimination of the poll tax, 1964), and 26th amendment (suffrage for 18-year-old citizens, 1971).

You are not limited to these suggestions.

Scoring Notes:

1. This thematic essay has a minimum of six components (the historical circumstances that led to the adoption of two different constitutional amendments and at least two political, social, and/or economic changes each amendment brought to American society).
2. The historical circumstances that led to the adoption of each amendment may be similar, but the supporting details should be specific and distinct for each amendment.
3. The political, social, and/or economic changes brought about by the amendment may be immediate or long-term.
4. The classification of change as political, social, or economic does not need to be specifically identified as long as the information is implied in the discussion.
5. As is the case with many historical topics, a change brought about by the amendment is subject to the student’s point of view and may be positive or negative. The response may discuss changes from any perspective as long as the position taken is supported by accurate historical facts and examples.
Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by describing the circumstances that led to the adoption of two constitutional amendments and describing the political, social, and/or economic changes each amendment brought to American society
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), *e.g.*, *13th amendment*: connects the provisions allowing for slavery in the original Constitution, debates over slavery in the territories; the Dred Scott decision; the outbreak of the Civil War, Lincoln’s Emancipation Proclamation to achieve Northern victory, and the need for the permanent abolition of slavery when the war ended to Southern attempts to maintain white supremacy with Jim Crow segregation laws and the development of the economic system of sharecropping that kept African Americans in poverty and in a lower class; *18th amendment*: connects 19th-century temperance leaders and 20th-century Progressives who thought that the prohibition of alcohol would cure society’s ills to the prohibition of the manufacture and distribution of alcohol, widespread cynicism, lawlessness, disregard for the law among ordinary citizens, and to the rise of organized crime
- Richly supports the theme with relevant facts, examples, and details, *e.g.*, *13th amendment*: Three-fifths Compromise; slave trade; expansion of slavery; balance of power in Congress; 5th amendment protection of property; abolitionist movement; Frederick Douglass; William Lloyd Garrison; peculiar institution; 1860 election; secession; northern military losses; Antietam; Reconstruction; Radical Republicans; Black Codes; Ku Klux Klan; “whites only”; *Plessy v. Ferguson*: cycle of debt; former masters; old plantations; crop-lien system; *18th amendment*: Neal Dow; Maine Law; Women’s Christian Temperance Union; Carry Nation; Anti-Saloon League; Frances Willard; dry vs. wet; urban crime; domestic violence; immigrants; nativism; moral experiment; Volstead Act; speakeasies; bathtub gin; rum runners; flappers; Al Capone; Chicago gangsters; bootlegging; Federal Bureau of Investigation; repeal in the 21st amendment
- 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 change for one amendment less thoroughly than the other changes or discussing all aspects of the task for one amendment more thoroughly than for the second amendment
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), *e.g.*, *13th amendment*: describes how Lincoln’s opposition to the spread of slavery, his election as president, the secession of the South, the change in Lincoln’s war goals from preservation of the Union to abolition of slavery with the Emancipation Proclamation led to adoption of the 13th amendment and discusses how the South ignored the amendment by passing Jim Crow laws that kept African Americans segregated in the South and how sharecropping prevented them from gaining economic equality; *18th amendment*: describes how Progressives blamed alcohol for some of the ills found in urban slums, poverty, and crime and called for the adoption of an amendment to prohibit the manufacture and sale of alcoholic beverages and discusses how ordinary citizens found ways to get alcohol illegally, causing disrespect for the law and allowing organized crime to form in urban America
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme
Score of 3:
• Develops all aspects of the task with little depth or develops at least four aspects of the task in some depth
• Is more descriptive than analytical (applies, may analyze and/or evaluate information)
• Includes some relevant facts, examples, and details; may include some minor inaccuracies
• Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

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

Score of 1:
• Minimally develops some aspects of the task
• Is descriptive; may lack understanding, application, or analysis
• Includes few relevant facts, examples, or details; may include inaccuracies
• May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 0:
Fails to develop the task or may only refer to the theme in a general way; OR includes no relevant facts, examples, or details; OR includes only the theme, task, or suggestions as copied from the test booklet; OR is illegible; OR is a blank paper

*The term create as used by Anderson/Krathwohl, et al. in their 2001 revision of Bloom’s Taxonomy of Educational Objectives refers to the highest level of the cognitive domain. This usage of create is similar to Bloom’s use of the term synthesis. Creating implies an insightful reorganization of information into a new pattern or whole. While a Level 5 paper will contain analysis and/or evaluation of information, a very strong paper may also include examples of creating information as defined by Anderson and Krathwohl.
Walls change. What society needs today may not be what it needs tomorrow, and there is no way, not even for the wisest of us, to predict what the future will hold. The men who wrote the Constitution—a document which they knew would last for eternity—were well aware of this, and even as they struggled to find the perfect words with which to build a nation, they knew that they could never achieve this perfection. They could only provide the basic framework; they would have to trust their descendants to adapt to these changing times and refine the Constitution into a truly immortal thesis of government. To do this, the Founding Fathers provided a process through which the Constitution could be amended and updated, giving it the flexibility to deal with new situations and unforeseen issues. Therefore, the ability to create amendments has been utilized twenty-seven times, leading to a host of new laws that have ranged from issues such as voting ages to the consumption of alcohol. Two amendments in particular— the thirteenth, which abolished slavery; and the twenty-second, which set term limits for presidents—have best exemplified the way in which the needs of the time were addressed by changes to the constitution, the most fundamental symbol of order in our land.

The thirteenth amendment was the first in a series of amendments passed following the Union victory in the Civil War. While
The north had initially entered the fight with the goal of preserving the nation, but partly in order to give itself the higher moral ground—toward the cause of eliminating slavery. During the war, President Lincoln had managed this shift brilliantly, announcing the Emancipation Proclamation right after the Union victory at Antietam. The South was given time to end the rebellion, but they refused and Lincoln freed the slaves in the areas in rebellion. Now that the war was over, the time had come to make good on its promise of abolition, and the North did (though it should be noted that as the Southern states were still not technically part of the Union after the war, they could hardly raise any opposition). In basic form, the amendment forbade the slavery of human beings, but its wider effect was to confer the nation with a new sense of conscience. It gave Americans a new definition of humanity and ended the legacy of servitude that had plagued a race for centuries. At larger, human beings were considered property under the fifth amendment, so they had been in the Dred Scott decision. Although a first step had been taken, the struggle for equality would continue for a century and beyond. The amendment also had the effect of virtually destroying the slave-based economy in the south. The primarily agricultural South had to find a new way to run the plantations. Newly freed slaves became sharecroppers on the plantations of their former masters, with little chance of breaking the cycle of debt and poverty. Sharecropping tied them to the land and kept them...
as second-class citizens.

Nine amendments later, another issue vital to the future of democracy would be raised—that of term limits for presidents. Precisely, the question of how long leaders could serve had not even been addressed as presidents had followed George Washington’s lead and limited themselves to two terms of service. But Franklin Delano Roosevelt, eager to see his economic reforms until the end of the depression (and later, to finish World War II) ran and won third and fourth terms. Roosevelt was a popular president, but after his death, the Twenty-second Amendment was passed officially limiting presidents to two terms and making tradition a point of power. No reactions that no president could attend their influence for more than two full terms, thus effectively preventing the rise of any dictator who might want to extend his power. In many countries, leaders remained in power for decades. They became untouchable and corruption followed. The people gave more and more of their rights and their voice in government, and democracy is lost. The Twenty-second Amendment also prevented even the most popular presidents, such as Ronald Reagan, from maintaining the dominance of their cause for long. Therefore, term limits may threaten the well of the people to keep a trusted leader in office.

The Founding Fathers would probably never have even conceived these and other amendment issues, but thanks to the process provided by the constitution, these concerns have been able to be effectively resolved. Without the amendments, the constitution...
The response:
- Thoroughly develops all aspects of the task evenly and in depth by describing the historical circumstances that led to the adoption of the 13th and 22nd amendments and by discussing the economic and political changes the amendments brought to American society
- Is more analytical than descriptive (13th amendment: while the North had initially entered the fight with the goal of preserving the nation, it had, partly in order to give itself the higher moral ground, taken on the cause of eliminating slavery; Lincoln freed the slaves in the areas in rebellion; infused the nation with a new sense of conscience; no longer could human beings be considered property under the 5th amendment as they had been in the Dred Scott decision; the amendment had the effect of virtually destroying the slave-based economy in the South; primarily agricultural South had to find a new way to run plantations; 22nd amendment: previously the question of how long leaders could serve had not been addressed as presidents had followed George Washington’s lead and limited themselves to two terms of service; made tradition a point of law; effectively prevents the rise of any dictator who might want to extend his power; term limits may thwart the will of the people to keep a trusted leader in office)
- Richly supports the theme with relevant facts, examples, and details (13th amendment: first in a series of amendments after the Union victory; Civil War; Union victory at Antietam; Emancipation Proclamation; abolition; sharecroppers; plantations; cycle of debt and poverty; tied them to the land; second class citizens; 22nd amendment: Franklin Delano Roosevelt; economic reform; Depression; World War II; 3rd and 4th terms; Ronald Reagan)
- Demonstrates a logical and clear plan of organization; includes a lengthy introduction that discusses the wisdom of the Founding Fathers in providing flexibility and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 5. Despite some broad generalizations, descriptive phrases and sophisticated analysis demonstrate good comprehension of the changes amendments brought to the economic and political history of the United States.
Contents of the Rating Guide

For Part III A Scaffold (open-ended) questions:
- A question-specific rubric

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

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

Mechanics of Rating

The procedures on page 2 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 Scoring the Regents Examination in Global History and Geography and United States History and Government.
Rating the Essay Question

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

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

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

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

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

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

Rating the Scaffold (open-ended) Questions

(1) Follow a similar procedure for training raters.
(2) The scaffold questions are to be scored by one rater.
(3) The scores for each scaffold question must be recorded in the student’s examination booklet and on the student’s answer sheet. The letter identifying the rater must also be recorded on the answer sheet.
(4) Record the total Part III A score if the space is provided on the student’s Part I answer sheet.

Beginning in June 2011, schools are no longer permitted to rescore any of the open-ended questions (scaffold questions, thematic essay, DBQ essay) on this exam after each question has been rated the required number of times as specified in this rating guide, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately.

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 conversion chart for this examination is located at http://www.p12.nysed.gov/apda/ and must be used for determining the final examination score.
1 Based on these cartoons, what is the relationship between President Calvin Coolidge’s administration and big business in the 1920s?

Score of 1:
- States the relationship between President Calvin Coolidge’s administration and big business in the 1920s as shown in these cartoons
  
  Examples: his administration was a friend to big business; big business benefited from Coolidge’s policies; Coolidge’s policies were favorable to big business; its economic policies pleased big business; its policies helped businessmen make money; big business liked the administration’s policies; Coolidge praised big business

Score of 0:
- Incorrect response
  
  Examples: big business danced/sang for President Coolidge; big business disliked the administration’s policies; its policies hurt big business
- Vague response
  
  Examples: praise; what a friend; it helped; made money; economic policies
- No response
...And what were these “own lives” of theirs [women] to be like? Well, for one thing, they could take jobs. Up to this time girls of the middle classes who had wanted to “do something” had been largely restricted to school-teaching, social-service work, nursing, stenography, and clerical work in business houses. But now they poured out of the schools and colleges into all manner of new occupations. They besieged the offices of publishers and advertisers; they went into tea-room management until there threatened to be more purveyors [sellers] than consumers of chicken patties and cinnamon toast; they sold antiques, sold real estate, opened smart little shops, and finally invaded the department stores. In 1920 the department store was in the mind of the average college girl a rather bourgeois [middle class] institution which employed “poor shop girls”; by the end of the decade college girls were standing in line for openings in the misses’ sports-wear department and even selling behind the counter in the hope that some day fortune might smile upon them and make them buyers or stylists. Small-town girls who once would have been contented to stay in Sauk Center [Minnesota] all their days were now borrowing from father to go to New York or Chicago to seek their fortunes — in Best’s or Macy’s or Marshall Field’s. Married women who were encumbered [burdened] with children and could not seek jobs consoled themselves with the thought that home-making and child-rearing were really “professions,” after all. No topic was so furiously discussed at luncheon tables from one end of the country to the other as the question whether the married woman should take a job, and whether the mother had a right to. And as for the unmarried woman, she no longer had to explain why she worked in a shop or an office; it was idleness, nowadays, that had to be defended…

Source: Frederick Lewis Allen, Only Yesterday: An Informal History of the 1920s, Harper & Row, 1931

2 According to Frederick Lewis Allen, what is one way middle-class women’s lives changed in the 1920s?

Score of 1:
• States a way middle-class women’s lives changed in the 1920s according to Frederick Lewis Allen
  Examples: middle-class women had more job opportunities; they entered new occupations; middle-class women were no longer restricted to nursing/teaching/clerical work; they sold antiques/sold real estate/opened shops/worked in department stores in greater numbers; small town girls moved to big cities/borrowed money to move to cities (New York, Chicago) to seek their fortunes/jobs; unmarried women no longer had to explain why they worked in a shop/office; idleness had to be defended; the proper place of married women with children was questioned/debated; changes occurred in the values/attitudes concerning middle class women and their work/role in society

Score of 0:
• Incorrect response
  Examples: they left New York and Chicago; they were restricted to teaching school/social service work/nursing/stenography/clerical work; they could no longer be schoolteachers; they had fewer opportunities
• Vague response
  Examples: jobs; attitudes; better; consoled themselves; had luncheon discussions
• No response
Document 3

Howard Johnson was an African American newspaper editor.

...The time was ripe for a renaissance back then. After the defeat of the kaiser in Germany [in World War I], a spirit of optimism and positive expectation swept across Harlem. The Allies won the war for democracy, so now it was time for something to happen in America to change the system of segregation and lynching that was going on. In Europe, the black [African American] troops were welcomed as liberators; so when they came back to America, they were determined to create a situation that would approximate the slogans they had been fighting for. They wanted democracy at home in the United States. And this general idea helped feed the concept of “The Renaissance.”…

A lot of people wonder how there could be joy and optimism in a community under the conditions of segregation and discrimination. But the black community had two very important forces that enabled it to survive and grow. One was the church, where you had the gospel and the spiritual, which were inspirational in their basic content. And the other was the entertain world, where you had the music of the secular side, expressed in jazz.…


3a According to Howard Johnson, what was one effect of World War I on the black community?

Score of 1:
• States an effect of World War I on the black community according to Howard Johnson
  
  Examples: it created a spirit of optimism/positive expectation in Harlem; after fighting for democracy in Europe, African Americans believed it was time to change the system of segregation; black soldiers were determined to create a situation that would approximate the slogans they had been fighting for; it helped feed the concept of the Harlem Renaissance/made the time ripe for a Renaissance

Score of 0:
• Incorrect response
  
  Examples: it caused a loss of optimism/positive expectation; African Americans worked to keep the system of segregation; they wanted to end democracy
• Vague response
  
  Examples: it created a spirit; it changed things; they believed
• No response

3b According to Howard Johnson, what was one factor that helped the black community during the 1920s?

Score of 1:
• Identifies a factor that helped the black community during the 1920s according to Howard Johnson
  
  Examples: the church; the entertainment world; jazz; music such as gospel and jazz; inspirational content of the gospel/of spiritual music; a spirit of optimism/positive expectation

Score of 0:
• Incorrect response
  
  Examples: segregation; discrimination; lynching
• Vague response
  
  Examples: secular side; spirit; inspiration
• No response
4 State one criticism that this cartoonist is making about the 1920s generation.

Score of 1:
- States a criticism that the cartoonist is making about the 1920s generation
  
  Examples: they are spoiled/undisciplined/greedy/materialistic; the 1920s generation does not appreciate the advantages they have; they are not as frugal as their forefathers; they have access to many new products (cars/radios/washing machines/phonographs/movies), but they are still not satisfied/they are not satisfied with what they have/they have lots of stuff but are still unhappy; they should be thankful/grateful/they are not thankful; they deserve to be paddled

Score of 0:
- Incorrect response
  
  Examples: this generation is too frugal; they are not interested in spending money; they never complain; forefathers were frugal
- Vague response
  
  Examples: discipline; things are different now; kick/complain
- No response
5a According to I. W. Burnham, what was one reason the public became more interested in the stock market in the 1920s?

Score of 1:
- States a reason the public became more interested in the stock market in the 1920s according to I. W. Burnham
  
  Examples: people were making a lot of money in the market; stock prices had been going up steadily; the average guy was hearing about friends making $20,000/$30,000 overnight; all you had to do was put up 10 percent of the money and a broker would cover the rest

Score of 0:
- Incorrect response
  
  Examples: everyone was making $20,000/$30,000 overnight; stock prices became too expensive for most Americans; brokers would cover your losses

- Vague response
  
  Examples: 10 percent of the money; everybody was busy/feeling good; you could feel it when you visited customers; speculation; rich people invested

- No response

Source: I. W. Burnham, interviewed in Jennings and Brewster, The Century, Doubleday, 1998 (adapted)
Critics of big business in the 1920s emphasized not only the increase in concentration, but also the fact that the benefits of technological innovation were by no means evenly distributed. Corporate profits and dividends far outpaced the rise in wages, and despite the high productivity of the period, there was a disturbing amount of unemployment. At any given moment in the "golden twenties," from 7 to 12 percent were jobless. Factory workers in "sick" [weak] industries such as coal, leather, and textiles saw little of flush [prosperous] times. Nor did blacks [African Americans] in ghetto tenements, or Hispanics in the foul barrios of Los Angeles or El Paso, or Native Americans abandoned on desolate reservations. The Loray Mill in Gastonia, North Carolina, site of a bloody strike in 1929, paid its workers that year a weekly wage of $18 to men and $9 to women for a 70-hour week. At the height of Coolidge prosperity, the secretary of the Gastonia Chamber of Commerce boasted that children of fourteen were permitted to work only 11 hours a day. Perhaps as many as two million boys and girls under fifteen continued to toil in textile mills, cranberry bogs, and beet fields. In 1929, 71 percent of American families had incomes under $2,500, generally thought to be the minimum standard for a decent living. The 36,000 wealthiest families received as much income as the 12,000,000 families—42 percent of all those in America—who received under $1,500 a year, below the poverty line….


5b According to William Leuchtenburg, what was one economic problem of the 1920s?

Score of 1:
- States an economic problem of the 1920s according to William Leuchtenburg
  
  **Examples:** disturbing amount/between 7% and 12% of unemployment; the benefits of technological innovation were not evenly distributed; corporate profits/dividends far outpaced the rise in wages; workers in “sick” industries (coal/leather/textiles) saw little prosperity; African Americans/Hispanics/Native Americans saw little prosperity; little prosperity for people living in tenements/barrios/reservations; 71 percent of American families had incomes under $2,500; the 36,000 wealthiest families received as much income as the 12,000,000 families below the poverty line; 42 percent of all Americans lived below the poverty line; companies used child labor/child labor was too widespread

Score of 0:
- Incorrect response
  
  **Examples:** wages rose faster than corporate profits; the coal/leather/textile industries prospered; unemployment was low; 42 percent of the families were wealthy; benefits were evenly distributed; people had a decent living
- Vague response
  
  **Examples:** critics of big business; people toiled; uneven distribution; earned less than $1500; saw little of prosperous times; outpaced wages
- No response
6 Based on the information in these charts, state one economic trend of the early 1930s.

Score of 1:
- States an economic trend of the early 1930s based on the information in these charts
  
  Examples: unemployment steadily increased/unemployment went from low to high; during most
  years, bank failures increased; average income/consumer spending went down; economic
  indicators showed a dramatic weakening of the economy

Score of 0:
- Incorrect response
  
  Examples: the economy showed steady growth; there were fewer bank failures; more people were
  working; 13% of the people were unemployed in 1933
- Vague response
  
  Examples: average income; unemployment; worse; bank failures
- No response
Document 7a

Bruce Craven is responding to one of President Franklin D. Roosevelt’s fireside chats.

JULY 25, 1933

Dear Mr. President;

...The forgotten man has been forgotten, if he was ever really remembered. I happen to be an approved attorney for the Federal Land Bank, and on publication of the information about the new loan legislation, the little man came to see me vainly hoping that at last he had been remembered. He is representative of thousands of farmers in North Carolina, owning maybe 50 acres of land and doing all of his own work, and about to lose his farm under a mortgage. But to get the loan he is obliged to pay $20 in advance for appraisals, and another $10 for a survey, and he no more has that much cash than he has the moon. I have written to everyone from Mr. [Treasury Secretary Henry] Morgenthau on down about this, and no one is interested. The prevailing idea seems to be that if a man is that poor, he should stay poor.

Before any of this loan and public works legislation was enacted, I wrote you that you ought to put at least one human being in each supervising body, and by that I meant a man who actually knows there is a “little man” in this nation and that he never has had a fair chance, and that he deserves one. I hope yet that somehow you may remember this forgotten little man, who has no one in high places to befriend him.

Respectfully yours,

Bruce Craven
Trinity, North Carolina

Source: Levine and Levine, The People and the President: America’s Conversation with FDR, Beacon Press, 2002

7a According to Bruce Craven, why does “the forgotten man” need help?

Score of 1:
- States a reason “the forgotten man” needs help according to Bruce Craven
  
  Examples: he cannot get a loan; he cannot afford the fees to get a loan/getting a loan is too expensive; he could lose his farm/he has a mortgage he can’t pay; he has no one in high places to befriend him; he has never had a fair chance; government has failed to address his problems effectively; he has little cash/money

Score of 0:
- Incorrect response
  
  Examples: the Federal Land Bank had no money; there was no loan legislation; he wants to stay poor
- Vague response
  
  Examples: he was remembered; the prevailing idea; he heard a fireside chat; afford the fees; fair chance; a loan
  
- No response
7b Based on this cartoon, what is the relationship between “the forgotten man” and President Franklin D. Roosevelt?

**Score of 1:**
- States a relationship between “the forgotten man” and President Franklin D. Roosevelt based on this cartoon
  - *Examples:* President Roosevelt helped/remembered the forgotten man; FDR paid attention to the needs of working Americans; the forgotten man appreciated/was grateful for Roosevelt’s attention; they supported each other

**Score of 0:**
- Incorrect response
  - *Examples:* President Roosevelt was not responsive to the needs of working Americans; the forgotten man remembered FDR; the forgotten man refused to support FDR
- Vague response
  - *Examples:* they met; it was forgotten; they shook on it
- No response
8a According to David M. Kennedy, what was one economic effect of the Depression on women?

Score of 1:
• States an economic effect of the Depression on women according to David M. Kennedy
  
  Examples: at first they lost their jobs at a faster rate than men; they reentered the work force faster than men; married women were fired if they were secondary wage-earners; women in the teaching profession suffered pay cuts but only minimal job losses; new jobs (telephone switchboard operators and clerical work) that were well suited for women opened up

Score of 0:
• Incorrect response
  
  Examples: it had no effect on their employment; jobs opened up for women in heavy industry;
  gender segregation was eliminated

• Vague response
  
  Examples: they were secondary wage earners; they reentered; they were identified

• No response
...Although obviously severely limited, the improvements for blacks [African Americans] during the Depression were discernible [noticeable]. In May 1935, as the "Second New Deal" was getting under way, President [Franklin D.] Roosevelt issued Executive Order 7046, banning discrimination on projects of the new Works Progress Administration. Discrimination continued, but the WPA proved to be a godsend for many blacks. In the later thirties [1930s], between 15 and 20 percent of the people working for the agency were black, although blacks constituted less than 10 percent of the national population. This, of course, was a reflection of how much worse off blacks were than whites, but the WPA did enable many blacks to survive. More than that, even minimum WPA wages of $12 a week were twice what many blacks had been earning previously.

Harold Ickes's Public Works Administration provided to black tenants a more than fair share of the public housing it built. The PWA went so far as to construct several integrated housing projects. PWA construction payrolls also treated blacks fairly. Some 31 percent of PWA wages in 1936 went to black workers. Ickes first made use of a quota system requiring the hiring of blacks in proportion to their numbers in the local work force. This precedent was followed again (at least in theory) by the wartime Fair Employment Practices Commission and in the civil rights legislation and court decisions of the 1960s and 1970s....


8b According to Robert McElvaine, what was one way the New Deal affected African Americans economically?

**Score of 1:**
- States a way the New Deal affected African Americans economically according to Robert McElvaine
  
  Examples: employment discrimination on Works Progress Administration (WPA) projects was banned by an Executive Order; between 15 and 20 percent of the people working for the WPA were black; the WPA paid better wages than many blacks had been earning previously; black tenants received their fair share of public housing built by the Public Works Administration (PWA); African American workers earned 31 percent of PWA wages in 1936; the racial quota system of the PWA set a precedent for employment practices in the 1960s and 1970s

**Score of 0:**
- Incorrect response
  
  Examples: the economic problems of African Americans were ignored by the Roosevelt administration; New Deal agencies solved the economic problems of African Americans; African Americans gained economic equality during the New Deal; discrimination ended

- Vague response
  
  Examples: there was a system; it was a step; an executive order was issued

- No response
...In an attempt to stimulate the economy, [President Franklin D.] Roosevelt announced a massive Federal programme of ‘spending and lending’. Under the Emergency Relief Appropriations Act of 1935 $3.75 billion was allocated by Congress to public works and industrial expansion. Two industries, textiles and steel, took immediate advantage of this ‘pump-priming’ (as Roosevelt called it), and saw a rise in production. The boot and shoe industry followed, as did the building industry. By the end of the year [1938] the construction of residential homes was breaking all recent records. Even the much-troubled railway companies were able to take advantage of the Federal injection of cash, with the result that they were able to abandon a 15 per cent wage cut already announced, that could only have added to hardship.…..


9 According to Martin Gilbert, what was one effect of President Franklin D. Roosevelt’s policies on industry?

Score of 1:
- States an effect of President Franklin D. Roosevelt’s policies on industry according to Martin Gilbert
  
  Examples: production of textiles/steel/boots/shoes increased; construction of residential homes broke recent records; federal money allowed the railway companies to abandon a 15 percent wage cut; Roosevelt’s policies stimulated industrial production throughout the country; they stimulated production

Score of 0:
- Incorrect response
  
  Examples: production of textiles/steel/boots/shoes decreased; less money was available for industrial expansion; there were fewer homes built; Roosevelt started “pump priming”

- Vague response
  
  Examples: there were programs; they grew; there were attempts; spend and lend; federal injection of cash

- No response
United States History and Government
Content-Specific Rubric
Document-Based Question—June 2011

**Historical Context:** For many Americans, the 1920s was a decade of prosperity and confidence. However, by the end of the decade, political, social, and economic changes were starting that would create a far different America in the 1930s.

**Task:** Discuss the differences and/or similarities in American society between the 1920s and the 1930s

**Scoring Notes:**

1. The response should discuss at least two differences and/or similarities in American society between the 1920s and the 1930s. However, to incorporate the minimum number of documents, most responses will discuss more than two differences and/or similarities.
2. The focus of this task should be on comparing these two decades although the influence of events before or after the specified time periods may be included in the discussion, e.g., the influence of World War I on the 1920s.
3. The discussion may focus on just similarities between the 1920s and the 1930s, on just differences, or a combination of similarities and differences.
4. Similarities and differences between the 1920s and 1930s need not be specifically identified as long as the intent of the comparison is implied in the discussion.
5. Similarities and/or differences between the 1920s and the 1930s may be discussed from differing perspectives as long as the positions taken are supported by accurate historical facts and examples.
6. For the purposes of meeting the criteria of using at least five documents in the response, documents 5a, 5b, 7a, 7b, 8a, and 8b may be considered as separate documents if the response uses specific separate facts from each document.

**Score of 5:**
- Thoroughly develops the task evenly and in depth by discussing the differences and/or similarities in American society between the 1920s and the 1930s
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., connects the probusiness policies and “rugged individualism” attitudes of Presidents Coolidge and Hoover and the prosperity and underlying economic weaknesses of the 1920s to President Franklin D. Roosevelt’s New Deal policies of direct relief and government regulation in response to the effects of the 1929 stock market crash; connects the link between economic and cultural factors and the creation of new opportunities for women and African Americans in the 1920s and 1930s to the continuing hardships and discrimination experienced by those groups in both decades
- Incorporates relevant information from at least five documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to differences and/or similarities between the 1920s and the 1930s (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., Hoovers; uneven distribution of wealth; high tariffs; consumerism; overproduction; increased purchasing power in 1920s, less in 1930s; bank closings; unemployment; banking reforms; relief for farmers; Social Security Act; Fair Labor Standards Act
- 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 the task by discussing the differences and/or similarities in American society between the 1920s and the 1930s but may do so somewhat unevenly by discussing one similarity or difference between the 1920s and the 1930s less thoroughly than the others
• Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., discusses the probusiness policies of the Coolidge administration and their link to the prosperity and economic weaknesses of the 1920s that led to Franklin D. Roosevelt’s reliance on expanded government powers to offer direct relief in response to the effects of the stock market crash; discusses the impact of the economic expansion on new opportunities provided to women and African Americans in the 1920s and the similar impact that the Great Depression had on both groups during the 1930s
• 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 the task with little depth by discussing the differences and/or similarities in American society between the 1920s and the 1930s
• 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

Score of 2:
• Minimally develops the task by discussing the differences and/or similarities in American society between the 1920s and the 1930s
• Is primarily descriptive; may include faulty, weak, or isolated application or analysis
• Incorporates limited relevant information from the documents or consists primarily of relevant information copied from the documents
• Presents little or no relevant outside information
• Includes few relevant facts, examples, and details; may include some inaccuracies
• Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 1:
• Minimally develops the task by mentioning the differences and/or similarities in American society between the 1920s and the 1930s
• Is descriptive; may lack understanding, application, or analysis
• Makes vague, unclear references to the documents or consists primarily of relevant and irrelevant information copied from the documents
• Presents no relevant outside information
• Includes few relevant facts, examples, or details; may include inaccuracies
• May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion
Score of 0:
Fails to develop the task or may only refer to the theme in a general way; OR includes no relevant facts, examples, or details; OR includes only the historical context and/or task as copied from the test booklet; OR includes only entire documents copied from the test booklet; OR is illegible; OR is a blank paper

*The term create as used by Anderson/Krathwohl, et al. in their 2001 revision of Bloom’s Taxonomy of Educational Objectives refers to the highest level of the cognitive domain. This usage of create is similar to Bloom’s use of the term synthesis. Creating implies an insightful reorganization of information into a new pattern or whole. While a Level 5 paper will contain analysis and/or evaluation of information, a very strong paper may also include examples of creating information as defined by Anderson and Krathwohl.
### 1920s

#### Key Ideas from Documents 1–5

<table>
<thead>
<tr>
<th>Doc</th>
<th>Idea</th>
</tr>
</thead>
</table>
| **Doc 1** | Influence of big business on government  
Government policies favorable to big business  
Cooperative spirit between President Calvin Coolidge and big business |
| **Doc 2** | Prior restriction of middle-class women to teaching, social service work, nursing, stenography, clerical work  
Opening of new occupations to women (publishing, advertising, sales, real estate, shop owners, store clerks)  
Movement of women to big cities (New York, Chicago)  
Discussion about the employment of women outside the home throughout the country (married, unmarried, mothers) |
| **Doc 3** | Optimism and positive expectation in Harlem regarding changing the system of segregation and lynching  
Survival and growth of black community as a result of church and entertainment world |
| **Doc 4** | Consumption of goods in 1920s at odds with frugality of forefathers |
| **Doc 5a** | People making a great deal of money in the stock market  
More public interest in stock market as a result of increase in stock prices  
Rampant speculation in stock market |
| **Doc 5b** | Increase of business concentration  
Benefits of technological innovation not evenly distributed  
Corporate profits and dividends growing faster than increases in wages  
Unemployment despite high productivity  
Little prosperity for factory workers in “sick” industries (coal, leather, textiles)  
Few economic benefits for African Americans, Hispanic Americans, Native Americans  
Men, women, and children working long hours for low wages  
Women’s wages lower than men’s  
Children under 15 working in textile mills, cranberry bogs, beet fields  
Income of many families below the poverty line |

#### Relevant Outside Information

(This list is not all-inclusive.)

- Prosperity of 1920s encouraging “get rich quick” attitude
- Government’s economic policies benefiting big business (high tariffs, lower income tax rates for wealthy, veto of farm legislation, minimal government regulation (laissez-faire), lack of antitrust enforcement, “trickle-down”)
- Increase in purchasing power, standard of living
- Link of prosperity to efficiency of production, new industries, advertising
- Americans living beyond means and going into debt (consumerism, buying on credit, installment plans)
- Farmers unable to regain prosperity after World War I (overproduction, increasing debt, Dust Bowl)
- Non-regulated stock market focus of economy (overspeculation, on-margin buying)
- No safeguards for depositors in nonregulated banking system
- Continuation of traditional attitudes about women’s role (cult of domesticity) vs. new role of women
- Continuing movement of African Americans to northern cities
- Celebration of African American culture (specific details about Harlem Renaissance)
- Restriction of African American opportunities (Jim Crow laws, voting, reemergence of Ku Klux Klan, continuing discrimination in hiring)
- Loss of business and consumer confidence as result of 1929 stock market crash
## Key Ideas from Documents 6–9

**Doc 6**—Continued increase in unemployment  
Failure of thousands of banks  
Decline in average yearly income  
Decrease in consumer spending

**Doc 7a**—Loss of farms as result of inability to pay mortgages or get loans  
Loan and public works legislation not really helping farmers

**Doc 7b**—FDR’s support for “the forgotten man”

**Doc 8a**—Faster rate of job loss among women  
but workforce reentry more rapid than men  
Identification of married women as family’s “secondary” wage earner  
Firing of women when employers tried to give employment to heads of households  
Worst unemployment in heavy industry where few women were employed  
Pay cuts in teaching but only minimal job losses  
New jobs available for women (telephone switchboard operation, clerical work)

**Doc 8b**—Ability of African Americans to get jobs on Works Progress Administration projects because discrimination banned by Executive Order 7046  
Ability of many African Americans to survive as minimum Works Progress Administration wages were twice prior earnings  
Construction of several integrated housing projects by Public Works Administration  
Use of quota system by Public Works Administration to hire African Americans in proportion to their numbers in local workforce

**Doc 9**—Allocation of money for public works and industrial expansion under congressional Emergency Relief Appropriations Act  
Increase in production as result of “pump-priming” (textiles, steel, boot and shoe industry, residential home construction)  
Federal injections of cash to railways  
Ability of railways to abandon announced wage cuts

## Relevant Outside Information

(This list is not all-inclusive.)

- Decrease of manufacturing output as result of overproduction and underconsumption
- Further demoralization of unemployed workers (loss of homes, loss of personal savings, “Hoovervilles,” bread lines)
- Impact of Hoover’s belief in “rugged individualism” on federal response  
“Trickle-down” efforts ineffective as Depression worsens
- Panicked depositors forcing bank closings by withdrawing money
- FDR’s election inspiring hope for direct relief (“Relief, Recovery, Reform”)  
Implementation of banking reforms (Bank Holiday, Glass-Steagall Act, FDIC)
- Government regulation of stock market (Federal Securities Act, Securities and Exchange Commission)
- Offset of unemployment by New Deal job creation (TVA, CCC)
- Establishment of unemployment insurance program and old age pension (Social Security Act)
- Key component of FDR’s recovery plan—farm relief (AAA, farm bankruptcy relief, Resettlement Administration, Farm Credit Act)
- Lack of federal government commitment to full civil rights for African Americans (FDR’s lack of support for antilynching law and abolition of poll tax)
- Continued problems facing African Americans  
Establishment of minimum wage, maximum hours, prohibition of child labor (Fair Labor Standards Act)
- Resentment toward working women
At the end of World War I, President Warren G. Harding announced the beginning of "a return to normalcy." Thus, the period of the 1920s began, which was a period of wrenching change. A period of uninterrupted prosperity redefined the way people viewed material items, but the disparity in wealth and overproduction created hardship and despair in the 1930s. The idea of the "New South" infused a spirit of optimism into the black community, which transcended the decade into the 1930s. The rigid gender norms were shifting and loosening as women joined the workforce at unprecedented rates and mythologized image of a "flapper" was emblematic of new gender norms. However, the economic hardships of the 1930s led to gender roles reverting back to rigid roles. In the 1920s, many felt isolated from government, but President Roosevelt's charismatic and communicative character changed this in the 1930s.

After World War I, Europe was economically destroyed. This lack of international competition and Europe's need for American goods helped industry to flourish in the United States. The nature of American society became increasingly materialistic, as demonstrated by Carey Orr's 1924 cartoon. Unlike the traditional American value of frugality, advertising was convincing Americans that they needed everything they saw. (Doc. 4). People were also becoming interested in the stock market, which many were prospering from because of speculation (Doc. 5a).

However, the rise in industry led to overproduction. As high tariffs were placed on foreign goods, other countries retaliated by placing tariffs on American goods. American markets soon lost some of their foreign consumers, and the huge disparity in wealth made it possible for Americans to buy goods as fast as they were being produced. (Doc. 5b). Underconsumption eventually led to rampant...
unemployment because companies were not making a profit, merely exacerbating the economic crisis. The 1929 stock market crash epitomized the seemingly abrupt economic collapse, setting off another chain reaction which would lead to even more unemployment. Although President Hoover said the economy was sound, there were many weaknesses in the 1920s economy.

In the 1920s, race relations were also changing. Black veterans returning from World War I were quickly disillusioned with the America they had bravely fought for. The discrimination they had faced for years was becoming less tolerable. The idea of the "New Black", or the educated and articulate man who demanded equality, became a popular image. The cultural life in black communities flourished into what historians deem a "Harlem Renaissance." A general spirit of optimism infused into black communities like Harlem despite ongoing inequality. (Doc. 3). Although Blacks were hard hit by the Depression they continued to make some gains in the 1930s. (8b). The Works Progress Administration and other New Deal agencies gave Blacks employment, and justified some of their 1920s optimism. When A. Philip Randolph, president of the Brotherhood of Sleeping Car Porters threatened Ford with a march on Washington in the 1940s, the Fair Employment Practices Commission (FERA) was created. Even though African Americans did not achieve equality, the 1920s and the 1930s helped prepare the way for more positive change in the 1940s and 1950s.

The 1920s was a period of change for women as well. Women were empowered as they continued to join the workforce at unprecedented rates (Doc. 2). Women seemed to enjoy more equality and independence. The image of the promiscuous "flapper" was widely popularized as a symbol of the "new woman." However, in the 1930s women who were secondary wage earners were the first to lose their jobs.
The traditional rigid gender norms were reinforced in the times of economic crisis as more women returned to the home. Politically, many Americans felt alienated from their big business Presidents. President Coolidge once said "The primary business of government is business," and acted on these words (Doc. 1). He promoted the interests of big business at the expense of the working class, leading to the popular claim of "the forgotten man" (Doc. 7a).

FDR's administration believed laissez-faire economics would not get us out of the Depression. Many felt they had a personal connection to Roosevelt through his "fireside chats" as he gave them reason to believe in themselves and the future of the country. By his charismatic personality and implementation of "pump priming" economic policies advocated by John Maynard Keynes, FDR won the respect and admiration of many Americans. FDR remembered the "forgotten men" by giving him direct aid and employment. (Doc. 7b).

The nature of 1930s sharply contrasts with the carefree and optimistic nature of the 1920s. Nevertheless, the two decades are intimately connected. The prosperous economy of the 1920s would lead to the Great Depression, which defined the era of the 1930s.