

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

VOLUME
1 OF **2**
MC & THEMATIC

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.

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

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.

Worlds 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 hoped 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 unexplored 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 it had - partly in order to give itself the higher moral ground - taken on 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 infuse the nation with a new sense of conscience. It gave Americans a new definition of humanity, and ended the misery of servitude that had plagued a race for centuries. No longer could human beings be considered property under the fifth amendment, as 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. Previously, 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 out 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 law. The result was that no president could extend 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 entrenched and corruption follows. The people lose 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 reigns for long. Therefore, term limits may thwart the will 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

would likely have stagnated, leading to a country forever unable to progress.

Anchor Level 5-A

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.

One of the remarkable aspects of the founding fathers was that they recognized that they were human. They knew that because of this limitation, they could not possibly foresee all of the changing scenarios in the future. That is why when they adopted the new constitution, they allowed for an amendment process. They knew that the problems facing them in the present would be completely different from those they would have to face in the future. Two of the most important amendments were the 17th amendment and the 18th amendment.

The 17th amendment really tackled an issue that the founding fathers could not have possibly foreseen. When the United States first started out, they were millions of dollars in debt and were mostly an agrarian society. There were no powerful corporations and there were no such thing as lobbyists. But, as American industry started to grow in the late 1800's, powerful businessmen like Andrew Carnegie and John D. Rockefeller started to have more and more influence on the government decisions. Pretty soon, political machines like Tammany Hall started to pop up and dominated the political landscape. It became so bad that senators became mere puppets of the big corporations. They would block any legislation that could potentially cripple big business, even if it was good for the country. The 17th amendment was really designed by Progressive

reformers to curb this power. Before the 17th Amendment, senators were picked by state legislatures. Since there are only two senators per state, it was crucial for the businessmen to get a stranglehold on the senate. Since they already controlled the state party leaders, it was relatively easy to control the senate. This all changed with the adoption of the 17th amendment in 1913. This amendment allowed for the senators to be chosen by popular vote, making it harder for major companies to influence the votes of the United States Senate and starting a trend toward restrictions for big business. They had less direct control over the government and this allowed later regulatory acts, like those of the New Deal, to help the poorer class, even if it meant cutting back the power and profits of big business. For example, the Wagner Act gave workers the right to collective bargaining so business would have to listen to their demands.

The 18th Amendment is important because it shows that even amendments can be amended. During the mid to late 1800's the temperance movement gained strength and many of the Prohibitionists attributed many social problems to alcohol abuse. While their argument had some merit, they forgot about the root cause of this misery; poverty. Poverty often led to abuse of women and children, which was made worse by the use of alcohol. This early movement

to end the consumption of alcohol as a solution for social problems gained strength as immigration and urbanization increased during the early 20th century. Progressives were able to have an amendment passed to make the manufacture, sale, and transportation of alcohol illegal. Unfortunately, this did not end the social problems, it only made them worse. People decided to drink whether it was legal or not.

Speakeasies opened up everywhere. People made gin in their bathtubs. Never before had so many Americans ignored a federal law, proving that it is hard to legislate morality.

Organized crime became rampant and "gang related violence" skyrocketed as rival gangs fought each other for markets to sell their alcohol. In Chicago, Al Capone and other gangsters controlled the alcohol trade until the FBI finally arrested them. This amendment did not reduce crime, but rather encouraged it, so Congressmen decided that they needed to get rid of it. ~~Thus~~ Thus, the 18th Amendment became the only amendment to be repealed by another one when the 21st amendment was adopted.

The 17th and 18th Amendments were both very important Amendments. Both of these amendments had a ~~the~~ tremendous impact on American society: The 17th Amendment reduced the domination of political machines on the federal government, and the 18th Amendment was really the cause of organized crime in America. Both of these

Anchor Paper – Thematic Essay—Level 5 – B

Amendments show that no matter if the change is bad or good, it will have a tremendous impact on American society.

Anchor Level 5-B**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 17th and 18th amendments and by discussing the political, economic, and social changes these amendments brought to American society
- Is both analytical and descriptive (*17th amendment*: it became so bad that senators became mere puppets of the big corporations; businessmen already controlled the state party leaders; this amendment allowed for the senators to be chosen by popular vote, making it harder for major companies to influence the United States Senate and starting a trend toward restrictions on big business; this allowed later regulatory acts like those of the New Deal to help the poorer class, even if it meant cutting back the power and profits of big business; *18th amendment*: poverty often led to abuse of women and children; this early movement to end the consumption of alcohol as a solution for social problems gained strength as immigration and urbanization increased during the early 20th century; never before had so many Americans ignored a federal law, proving that it is hard to legislate morality; organized crime became rampant and gang-related violence skyrocketed as rival gangs fought each other for markets to sell their alcohol)
- Richly supports the theme with relevant facts, examples, and details (*17th amendment*: agrarian society; Andrew Carnegie; John D. Rockefeller; political machines; Tammany Hall; Progressive reformers; state legislatures; two senators per state; Wagner Act; collective bargaining; *18th amendment*: temperance movement; poverty; Progressives; manufacture, sale, and transportation; speakeasies; made gin in their bathtubs; Chicago; Al Capone; FBI; repealed; 21st amendment)
- Demonstrates a logical and clear plan of organization; includes an introduction that notes the Founding Fathers could not foresee the changing scenarios of the future and a conclusion that reviews the 17th and 18th amendments

Conclusion: Overall, the response fits the criteria for Level 5. The descriptions of the control of the Senate by big business and the outcomes of Prohibition underscore a strong understanding of these amendments and of the changes brought about by them.

As the Revolution was fought and thirteen colonies built a new government from the ground up, the framers of the United States realized that for society to progress, the Constitution would have to adapt to the changing times. Therefore, in this living document, the founding fathers included the amendment process. For more than two hundred years, the Constitution has witnessed wars, political revolution, and societal stress-factors which have inspired the states and federal government to change the laws. Two amendments, the 13th and 18th, while they responded to different crises (the former to the Civil War, the latter to a progressive desire for society's improvement) show that as society changes, the Constitution follows suit, with far reaching effects.

After the 1860 election of Abraham Lincoln and the secession of the South from the Union, the Civil War commenced with the opening shots at Fort Sumter. While the main opinion in the South was that the Republican president Lincoln wanted to abolish slavery, Union troops in the North fought for Lincoln's cause of simply preserving the Union, which no state had the right to break. However, as the war became fiercer and bloodier, Lincoln realized he would have to change the focus of his war. The first step towards altering his war aims was the issuing of the Emancipation Proclamation, which immediately freed all slaves in the Southern states not occupied by the Union. Towards the final days of the war, Lincoln realized that the only way to

prevent a reversal of the Proclamation was to make this document an amendment, abolishing slavery of all forms as an institution other than due punishment in the United States. The effect of this amendment was especially felt in society. Slavery as old as the United States itself, no longer existed. The African Americans, who had been seen not as humans but as property, were now freed from their bonds. However the slaves did not let them exercise the rights granted to U.S. citizens.

When Radical Republicans pushed through the 14th amendment, which guarantees citizenship to naturalized or natural born Americans regardless of race, gender, ethnicity, or previous status of bondage, African Americans could more definitively acknowledge that they were Americans. White society now had to accept that the idea of "white supremacy" over slaves was no longer constitutionally acceptable. This reversal of the traditional American view of the relationship between blacks and whites caused an uproar. Many whites refused to accept the abolition of slavery and vented their rage and frustration on African Americans. Societies such as the Ku Klux Klan developed to terrorize the blacks exercising their new freedoms while the courts legalized Jim Crow segregation, slavery of a different kind that lasted for the next hundred years.

As the 18th amendment that commenced the noble experiment of Prohibition shows, not all alterations of the Constitution

Come from a time of crisis. At the end of World War I, the U.S. was on the brink of its golden age. As the 1920s progressed, business boomed, the economy became strong, and corruption became rampant in many forms. In response to the flaws in society reformers, such as the Progressives, attacked urban problems in hopes of improving society. One way to improve the nation, in their view, was to eliminate the temptation of alcohol. Men who patronized the bars and saloons frequently did not provide food and shelter for their families and sometimes when they were drunk, they beat their wives and children. While the previous crusades of organizations such as the Women's Temperance Movement, had failed to secure the passage of Prohibition, in 1919, the proposal finally became an amendment.

However, instead of ending society's need for alcohol and eliminating alcohol related problems, Prohibition sparked a wave of crime and corruption in society as bootleggers and speakeasies cropped up selling liquor. Prohibition in its early days may have decreased the amount of drinkers in the U.S., but as time passed, one found that there was a great business (albeit illegal) in bootlegging. Society spiraled down with gangsters claiming territory, trying to sell the best draft. As the U.S. relished the Roaring Twenties, society lost many of its morals. Prohibition eventually ended when President Franklin D. Roosevelt campaigned for the legalization of alcohol during the Great Depression.

The noble experiment ended in failure.

Like American society, the Constitution changes in accordance with the times. Whether Congress exerts the powers of the elastic clause, enabling it to make laws necessary for the U.S. as time passes, or new amendments are added or removed, American society will ~~feel~~ feel the effects of new laws passed by the government. Each age brings its own conflicts and revolutions; the Constitution stays alive to greet them.

Anchor Level 4-A

The response:

- Develops all aspects of the task but does so somewhat unevenly by describing the adoption of and resulting changes of the 13th amendment in more depth than those of the 18th amendment
- Is both analytical and descriptive (*13th amendment*: Union troops fought for Lincoln's cause of preserving the Union; toward the final days of the war, Lincoln realized that the only way to prevent a reversal of the Proclamation was to make this document an amendment, abolishing slavery of all forms as an institution other than due punishment; freeing the slaves did not let them exercise the rights granted to United States citizens; former slaves hoped for equality when Radical Republicans pushed through the 14th amendment; this reversal of the traditional American view of the relationship between blacks and whites caused an uproar; *18th amendment*: in response to the flaws in society, reformers, such as the Progressives, attacked urban problems in hopes of reforming society; men who patronized the bars and saloons frequently did not provide food and shelter for their families; Prohibition sparked a wave of crime and corruption in society as bootleggers and speakeasies cropped up selling liquor; as the United States relished the Roaring Twenties, society lost many of its morals along with legitimate businesses and tax revenues)
- Supports the theme with relevant facts, examples, and details (*13th amendment*: Civil War; 1860 election of Abraham Lincoln; secession of the South; opening shots at Fort Sumter; Lincoln changed the focus of his war; Emancipation Proclamation; 14th amendment guarantees citizenship; "white supremacy"; Ku Klux Klan; courts legalized Jim Crow segregation; *18th amendment*: end of World War I; business boomed in the 1920s; Women's Christian Temperance Union; gangsters claiming territory; President Franklin D. Roosevelt; Great Depression; noble experiment)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that expand on the historical context by referring to the Constitution as a living document

Conclusion: Overall, the response fits the criteria for Level 4. Good analysis and supporting details demonstrate an understanding of the two historical eras and the changes the 13th and 18th amendments brought to American society.

When the Constitution was framed, it was originally a response to the Articles of Confederation. The Articles, in turn originated from people's fear of strong, centralized federal government. The failure of the Articles and subsequent writing of a strong Constitution was a reaction to ~~the~~ ^{the} weak federal government of the Articles. However, men like James Madison believed more was needed. The writers adopted a process which allowed the Constitution to be altered and amended in changing social and political atmospheres.

The first test for the amendment process came immediately following the adoption of the constitution in 1789. Opponents of the Constitution were concerned that too much power was concentrated in the federal government. They agreed to accept the constitution only if it included something to protect the people's rights. The first ten amendments, known as the Bill of Rights, were adopted from this compromise between federalists and anti-federalists. These amendments covered many aspects, limiting the government's ability to restrict free speech, regulate firearms, or deny religious freedom. Because the colonists hated the British writs of assistance, they included the 4th amendment to protect citizens against unreasonable search and seizure. The rights granted to U.S. citizens are still in debate today as to whether or not government policy infringes upon these rights. The nation has sometimes had to

balance the need for national security with individual rights. One example is the Patriot Act. Part of the Patriot Act allows federal investigators more ease and liberty in attaining search warrants to eavesdrop on private conversations over the phone and Internet. Other government ~~agencies~~ ^{law enforcement} agencies are also supposed to comply with the 4th amendment. Often searches of homes, cars, and other property for marijuana and other illegal substances lead to court cases that challenge the legality of the search. Critics believe that the war on drugs and the Patriot Act violate the 4th amendment protection from unlawful search and seizure.

In the late 1800s, the public became more concerned over many economic, social, and political problems. During the Progressive Era, many groups demanded change. Although it began in the mid-1800s, the temperance movement now gained more public support. Women especially fought against the abuse, violence, poverty, and divorce they claimed alcohol caused. They said alcohol was destroying family life. The saloons where alcohol was consumed were also a source of political corruption. Politicians and police were often paid bribes by saloon owners, who were also involved in gambling and prostitution in their "legal" saloons. Prohibition supporters wanted a constitutional amendment and got one in the passage of the 18th amendment in 1919. The prohibition of

alcohol by the government did little to deter people, especially in the fervor of the Roaring '20s. Instead of benefitting society as intended, prohibition merely increased the crime rate. People refused to stop drinking, so organizations illegally smuggled booze into the country. Famous figures such as Al Capone rose in power and profits due to the increase in lucrativity that prohibition brought to the alcohol trade. Another aspect of prohibition was the speak-easy. The atmosphere of these illegal, hidden taverns and bars gave rise to a new culture and helped foster the rise of flappers and jazz music.

The writers of the Constitution were forward thinking men. They understood that America would last centuries after their deaths, and that the social climate would change over time. In creating the amendment process, these men allowed our government to change with the people.

Anchor Level 4-B

The response:

- Develops all aspects of the task by describing the historical circumstances that led to the adoption of the 4th and 18th amendments and by discussing political and social changes each amendment had on American society
- Is both analytical and descriptive (*4th amendment*: the Articles of Confederation originated from people's fear of a strong centralized federal government; opponents agreed to accept the Constitution only if it included something to protect people's rights; part of the Patriot Act allows federal investigators more ease and liberty in attaining search warrants to eavesdrop on private conversations over the phone and Internet; often searches of homes, cars, and other property for marijuana and other illegal substances leads to court cases; critics believe the government's war on drugs and the Patriot Act violate the 4th amendment; *18th amendment*: women fought against the abuse, violence, poverty, and divorce they claimed alcohol caused; politicians and police were often paid bribes by saloon owners; instead of benefiting society as intended, Prohibition merely increased the crime rate; the atmosphere of illegal hidden taverns and bars gave rise to a new culture and helped foster the rise of flappers and jazz music)
- Supports the theme with relevant facts, examples, and details (*4th amendment*: adoption of the Constitution in 1789; Federalists and Anti-federalists; Bill of Rights; free speech; firearms; religious freedom; British writs of assistance; unreasonable search and seizure; national security; individual rights; marijuana; illegal substances; *18th amendment*: gambling and prostitution in saloons; Roaring 20s; illegally smuggled booze; Al Capone; speakeasy)
- Demonstrates a logical and clear plan of organization; includes an introduction that gives the rationale for adding amendments to the Constitution and a conclusion that credits the Founding Fathers with being forward thinking men

Conclusion: Overall, the response fits the criteria for Level 4. The strength of the response is its recognition that the 4th amendment is the focus of contemporary political debates. The changes described for both amendments deal with the ineffectiveness of both at certain times.

Over time amendments have greatly affected America. Amendments can affect people potentially political, socially & economically. Two amendments that have done so is 22nd amendment which put the president on a limit of his amounts of terms (2) Also the 13th amendment (abolition of slavery) led to great change & affected American society greatly.

The original Constitution allowed for slavery to continue in the United States. The economy of the South relied on African Americans to labor on the plantations. During the early 1800s, the abolitionist movement grew under speakers like Frederick Douglass and the novel, Uncle Tom's Cabin by Harriet Beecher Stowe. Heated debates occurred over the expansion of slavery into the territories. The outcome of the disagreement was the Civil War. At first, President Abraham Lincoln's goal was to preserve the Union, but as the war progress he realized that the abolition of slavery was necessary. At the end of the war, the 13th amendment abolishing slavery was ratified.

Politically due to losing the war the South's aristocrats like Jefferson Davis and Robert E. Lee lost all their power in government. Radical Republicans led by Charles Sumner in Congress passed this amendment. Also due to this amendment, African Americans were also given their freedom. This move really affected society's view on African Americans. In the South, the

Ku Klux Klan arose and there were more lynchings & extreme racial discrimination. Yes this somewhat changed the social status of African Americans but eventually they had to deal with Jim Crow laws, Also with the Supreme Court decision of Plessy v. Ferguson (1896) which basically said that segregation was legal until the Brown v. Board of Education in Topeka Kansas ended segregation in schools in the 1950s. So for almost 100 yrs. life for African Americans was tough, but look now we have a president, Barack Obama, who is African American. Also this amendment made life a lot more difficult economically for the South. The South was used to having slaves do all their work for them, but come 1865 the South was in shambles, they blew most of their money on the war and now they would have to pay money for work to be done or figure out another way to get the work done. Yes, the idea of share cropping was common, but the Southern farmers struggled in poverty & had a hard time paying for work to be done on their farm. All in all the 13th amendment (abolition of slavery) affected us greatly in the past & is still affecting our future.

Another amendment that has greatly affected our future society & America today was the 22nd amendment which was the limit of 2 terms for a president. This all began in 1796 when after two terms as president George Washington

stepped down from office & really set a precedent. Every thing Washington did set a precedent for future presidents. The first president to break this precedent was Franklin Roosevelt, who was president from 1933 to 1945 - Roosevelt was a democrat. The main reason why Roosevelt stayed in office for 4 terms was because the nation was in a time of crisis, AKA World War II. After the election of his 4th term Roosevelt died & replaced by Harry Truman. Following this people decided that you should only be allowed 2 terms, because no one wanted 1 political party to be to dominate. On the political side of this, this amendment meant that no president could basically become king & rule until they die - also weakened the possibility of the absolute dominance of 1 political party. On the social side people liked this a lot because this meant no president could become a king/dictator & rule forever. But if a president was popular, like Ronald Reagan was, people might want to keep him in office, and the 22nd amendment will not allow them to have this choice. This amendment had no real effect economically, other than giving the people a possibility to speak their minds on the economy through another president.

All in all I believe that the 13th amendment (abolition of slavery) and the 22nd amendment (presidential limit of

2 terms) truly affected our past with the election of FDR and the better treatment of slaves, and I think these amendments will make our future brighter & better.

Anchor Level 4-C

The response:

- Develops all aspects of the task by describing the historical circumstances that led to the adoption of the 13th and 22nd amendments and by discussing the changes these amendments brought to American society
- Is more descriptive than analytical (*13th amendment*: original Constitution allowed for slavery to continue; heated debates over expansion of slavery into the territories; Abraham Lincoln's first goal was to preserve the Union; this somewhat changed the social status of African Americans, but eventually, they had to deal with Jim Crow laws; now the South would have to pay money for the work to be done or figure out another way to get the work done; *22nd amendment*: this all began in 1796 when, after two terms as President, George Washington stepped down from office and set a precedent; this amendment meant that no president could basically become king and rule until they die; but if a president was popular like Ronald Reagan was, people might want to keep him in office, and the 22nd amendment will not allow them to have this choice)
- Supports the theme with many relevant facts, examples, and details (*13th amendment*: Frederick Douglass; Harriet Beecher Stowe; Civil War; Jefferson Davis; Robert E. Lee; Abraham Lincoln; Radical Republicans; Charles Sumner; Congress; Ku Klux Klan; *Plessy v. Ferguson*; segregation was legal; *Brown v. Board of Education*; Barack Obama; sharecropping; *22nd amendment*: Franklin Roosevelt was president from 1933 to 1945; four terms; time of crisis; World War II; Roosevelt died; Harry Truman)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that includes personal observations

Conclusion: Overall, the response fits the criteria for Level 4. Detailed descriptions of the historical circumstances that led to the adoption of the 13th and 22nd amendments make this a good response. Due to the nature of the selected amendments, the discussion of the changes is somewhat shorter for the 22nd than for the 13th amendment.

The process of amending The United States Constitution is necessary to allow the evolution of the document to fit changing time periods. As ideas, fads, conflicts, and ideologies pass, The Constitution must change. Two facets of American history that mandated a change in the Constitution are the Temperance Movement which brought about the 18th Amendment and the war in Vietnam which brought about the 26th Amendment.

The 18th Amendment was passed as a result of efforts by members of Temperance societies, usually woman, to ban the consumption of alcoholic beverages. Members of these societies saw alcohol as one of the greatest evils in society and they campaigned fiercely against it. As a result of their efforts the US Government ratified the 18th Amendment which banned the manufacture, sale, and transport of alcohol. Despite its good intention the 18th Amendment became ^{one of} the most ignored laws in American history. Its passage led to ^{an increase in} ~~the birth of~~ organized crime – "gangsters" and "the mob" ^{became} ~~were born as~~ carriers of banned alcohol. The death toll from alcohol use in fact rose as "bathtub gin" was often dangerous or fatal to consume. People continued to drink in speakeasies and other "secret" locations. The 18th Amendment was such a failure that it was eventually repealed. Organized crime continued to be a problem for much of the 20th century.

The 26th Amendment also was adopted to meet the needs of the changing times. During the Vietnam conflict in the 1970's, college students were among the most active protestors and dissenters to the war, voicing their opinions by means of protests, marches and other venues. This dedication to changing the political situation led government to believe that these young people who were old enough to kill were ready to participate in government by the power of the vote. The 26th Amendment guaranteed voting rights to individuals age 18 and above. With the voting abilities of young people came a change in the way campaigning is done - Presidential hopefuls now vie for the votes of young people by appearing on MTV or other youth - friendly programs. When politicians use modern technology like the Internet and Facebook they are catering to young people more than older individuals because of the voting power granted to 18 year old citizens by the 26th Amendment.

The 19th and 26th Amendments were both passed to meet the evolution of the American lifestyle. They are examples of how changing the constitution can lead to change in the social, political, or economic landscape of America.

Anchor Level 3-A

The response:

- Develops all aspects of the task in little depth by describing the historical circumstances that led to the adoption of the 18th and 26th amendments and by discussing the social and political changes each amendment brought to American society
- Is more descriptive than analytical (*18th amendment*: members of these societies saw alcohol as one of the greatest evils in society and they campaigned fiercely against it; despite its good intention, the 18th amendment became one of the most ignored laws in American history; organized crime continued to be a problem for much of the 20th century; *26th amendment*: during the Vietnam conflict in the 1970s, college students were the most active protestors and dissenters to the war; with the voting abilities of young people came a change in the way campaigning is done; Presidential hopefuls now vie for the votes of young people by appearing on MTV or youth-friendly programs; when politicians use modern technology like the Internet and Facebook, they are catering to young people more than older individuals)
- Includes some relevant facts, examples, and details (*18th amendment*: temperance; manufacture, sale, and transport of alcohol; gangsters; bathtub gin; speakeasies; eventually repealed; *26th amendment*: protests; marches; old enough to kill; guaranteed voting rights to those age 18 and above)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that cite the evolutionary nature of the United States Constitution

Conclusion: Overall, the response fits the criteria for Level 3. The response shows awareness of how the temperance movement and the war in Vietnam led to constitutional amendments but, in general, it lacks the details and development that would be found at Level 4.

The amendment process is an essential element to the Constitution because it enables the United States to constantly adapt with the changing environment and never fall behind. The writers of the constitution knew that it could not be perfect, and thus amendments were added to ensure that the country would run smoothly. Two significant amendments that have had a lasting impact on the country are the 13th amendment and the 18th amendment.

The 13th amendment to the constitution called for the abolition of slavery. Prior to this amendment, slaves were brought in from Africa and used on plantations and other various jobs for no pay. Slaves were seen as property, and had very little rights. Slavery was very popular in the South, however in the North many viewed slavery as morally wrong thanks to works such as "Uncle Tom's Cabin." These differences caused the two sections to separate and start competing for power. As more and more states were being added on to the country, the two sides fought over whether they should be a slave or non slave state. The issue grew worse and worse and began to tear the country apart. Eventually, the southern states separated from the Union, leading to a civil war on the issue of slavery. When the union defeated the South in one of the bloodiest and costliest wars in history, slavery would be abolished throughout the country.

Although it seemed as if the issue was finally solved, even more tension arised. The Southern economy depended on slaves for their plantations, and they were suffering dramatically. Meanwhile the North was flooded with industry and was prospering. The abolition of slavery has had a social effect. Although slaves were free, they weren't ~~expe~~pected socially and their rights were still severly limited. Many slaves didn't know what to do when they were free or how to adapt in the society. These aspects affected the American society severely, and led to the passage of the Jim Crow laws in the South, as well as the formation of groups such as the Ku Klux Klan. Segregation laws and violence kept African Americans as second class citizens for many years.

The 18th amendment to the constitution was the policy of prohibition. The consumption of alcohol was becoming more and more popular throughout the United States. Many started to experience the negative effects, such as addiction, urban crime and death from accidents with alcohol. Various groups were formed in response, desperately begging for a policy of prohibition in the U.S. Progressives in government recognized the problem, and were interested to see the outcome. These events led to the passage of the 18th amendment~~s~~ and the government began to crack down.

Due to this change, the mafia began to capitalize on the newfound high demand for alcohol, with no regard for the new laws. Practices of bootlegging and smuggling allowed these groups to supply alcohol to readily available customers. Cities like Chicago became centers for organized crime and criminals like Al Capone used violence to control their territories. The restriction on alcohol only made Americans thirsty for more.

These two amendments were aimed at helping the country and adapting to the changing times. In some cases, amendments can be of great benefit and have a lasting effect, such as the 13th. However, some amendments seem more like experiments and do not do much good for the country, such as the 18th amendment.

Anchor Level 3-B

The response:

- Develops most aspects of the task in some depth by describing the historical circumstances that led to the adoption of the 13th and 18th amendments and by discussing one social change each amendment brought to American society
- Is more descriptive than analytical (*13th amendment*: as more and more states were being added to the country, the two sides fought over whether they should be a slave or non-slave state; segregation laws and violence kept African Americans as second class citizens for many years; *18th amendment*: various groups were formed, begging for a policy of Prohibition in the United States; cities like Chicago became centers for organized crime and criminals like Al Capone used violence to control their territories)
- Includes some relevant facts, examples, and details (*13th amendment*: slaves brought from Africa; plantations; slaves seen as property; *Uncle Tom's Cabin*; two sections; Civil War; Union defeated the South; bloodiest and most costly war, Jim Crow laws; Ku Klux Klan; *18th amendment*: urban crime; Progressives; mafia; bootlegging; smuggling)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that notes amendments can have both positive and negative effects on the country

Conclusion: Overall, the response fits the criteria for Level 3. The description of slavery and its effect on sectional discord is strong. The remainder of the response is less detailed.

The amendment process was included in the U.S. Constitution so that ~~the~~ the government can ~~respond to~~ protect rights of the people during changing conditions. While some of the amendments ~~make~~ make ~~minor~~ minor changes, some create dramatic changes to the rights of U.S. citizens. The ~~process~~ ^{process} for the adoption of amendments is essential to the preservation of democracy because it make the Constitution elastic so it can continue to protect rights as new issues arise.

In the early twentieth century, progressive reformers were rethinking the social situation in America. Many people felt that ~~the~~ society was very flawed, and that many of these problems ~~were~~ were a result of alcohol consumption. Activists for ^{stricter} moral practices crusaded for prohibition. Many of these "crusaders" were women, who thought prohibition would improve the ~~home~~ sanctity of their ~~homes~~ homes.

In 1919, these moral crusaders finally got ~~completely~~ federal recognition with the

adoption of the 18th amendment to the U.S. constitution. The 18th amendment enacted a policy of prohibition, or a ban on the sale of alcohol. ~~While~~ While this may have appeared to be a triumph of morality ~~over~~ during corrupt times, it actually ~~just~~ did not put a halt to alcohol consumption. "Bootlegging" and "moonshine" alcohol ~~was~~ became rampant. People simply ignored the amendment and hid drinking practices from the government. Eventually, ~~this was a significant~~ ~~number of reasons~~ the amendment was ~~repeated~~ deemed a failure and repealed by the government.

The 18th amendment was significant for a number of reasons. One reason for its significance was the role women took in its passage. Women generally did not take an active role in politics before this time, so the movement signified changing rights of women. It was also significant because it may have had a negative impact on the legal system. During

its enactment, it was largely disobeyed by citizens. This meant that many otherwise law-abiding citizens were now criminals. This ~~could have~~ had the effect of decreasing the respect that people had for the law.

The 13th amendment was another ~~and~~ very important amendment for very different reasons. Prior to its passage, a conflict emerged between the North and the South over Slavery, which led to the Civil War to preserve the union. ~~The~~ Abraham Lincoln's emancipation proclamation professed to free slaves, but actually did nothing for enslaved peoples in the South. ~~At the war's conclusion,~~ ~~Congress needed to enact a federal~~

At the conclusion of the war, it became apparent that federal legislation would be needed to effectively end slavery. Congress's response was the passage of the 13th amendment in 1865 outlawing slavery. ~~The~~ This successfully freed the slaves,

throughout the states.

The abolition of slavery was important for many reasons. For former slaves, it ~~was~~ finally meant federal remedy for oppression. While they did not yet have the full rights of citizens, it was crucial to their struggle for equality. Furthermore, it promoted the democratic ideal. Before its passage, it seemed ironic to many that even though "all men" were supposed to be created equal, only "some men" were free, while others were ~~de~~ treated as property.

In conclusion, the ability to adopt amendments has caused many changes. While some had mixed results (~~like~~^{such} as prohibition), others, such as abolition of slavery, were essential to democracy. Thanks to the amendment process, such ~~changes~~^{amendments} were possible, and their results have been ~~of great~~ ~~more~~ vital to national conditions.

Anchor Level 3-C

The response:

- Develops all aspects of the task in little depth by describing the historical circumstances that led to the adoption of the 18th and 13th amendments and by discussing the social and political changes the 18th amendment brought to American society and mentioning political changes the 13th amendment brought to American society
- Is more descriptive than analytical (*18th amendment*: many of these crusaders were women who thought that Prohibition would improve the sanctity of their homes; while this may have appeared to be a triumph of morality during corrupt times, it actually did not put a halt to alcohol consumption; this had the effect of decreasing the respect that people had for the law; *13th amendment*: Abraham Lincoln's Emancipation Proclamation professed to free slaves, but did little for enslaved peoples in the South; while they did not have the full rights of citizens, it was crucial to their struggle for equality; furthermore it promoted the democratic ideal)
- Includes some relevant facts, examples, and details (*18th amendment*: Progressive reformers; bootlegging; moonshine; deemed a failure; repealed; law abiding citizens were now criminals; *13th amendment*: the North and the South; Civil War; preserve the Union; treated as property)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that recognize that the amendment process helps preserve democracy

Conclusion: Overall, the response fits the criteria for Level 3. Knowledge of Prohibition and its failures is evident. However, the discussion of the 13th amendment would benefit from some expansion.

The amendment process allows the government to respond to potential political, social, and economic change in America. Citizen protests ~~usually~~ normally are the reason for the change in constitution, such as the ~~18th~~ 18th Amendment ~~for~~ ~~Prohibition~~ the Prohibition and 19th Amendment for women's suffrage. These changes in the constitution caused a change ~~in~~ ~~of~~ ~~political~~ in American society.

The ~~18th Amendment~~ ^{ratification} of the 18th Amendment ~~was~~ ^{was} a change in the constitution. This ~~the~~ amendment was made during a period of reform in America. Many ~~people~~ ~~tried~~ Americans sought to improve family ~~the~~ morals. Some of which blamed alcohol for ~~the~~ ~~problems~~ moral problems in America. Protests mostly consisting of wives became violent to the point where they ~~smashed~~ ~~bottles~~ stormed into bars and smashed bottles. Eventually the government passed the 18th Amendment thus making alcohol illegal. This change upsetted many Americans. They resorted to attending "speakeasies" where alcohol was illegally served. The demand for alcohol during the Prohibition fueled organized crime. During this time notorious mobsters such as Al Capone appeared.

Women were finally able to vote after the 19th

Amendment was passed ~~like the~~ ~~19~~ During World War I many women entered the work force ~~to~~ ~~+~~ while men ~~to~~ went overseas to war. This ~~forced~~ helped empower the once stay-at-home wives to fight for equal standing. Millions marched in organized protests led by leaders such as Susan B. Anthony. After the Amendment was passed it slowly became more common for women to seek professional careers. Today the effects of this ~~constitution~~ amendment is ~~even~~ evident because more women attend college ~~than~~ than men do.

The amendment process made it possible for the 18th and 19th amendments to be passed ~~even~~ to respond to change in American society. The 18th amendment made alcohol illegal, causing highly organized crime. The 19th amendment ~~to~~ gave women equal rights, allowing them to vote and hold ~~at~~ jobs they could not before.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*18th amendment*: many Americans sought to improve family morals; many Americans resorted to attending speakeasies where alcohol was illegally served; the demand for alcohol during Prohibition fueled organized crime; *19th amendment*: during World War I, many women entered the work force while men went overseas to war; after the amendment was passed, it slowly became more common for women to seek professional careers; today the effect of this amendment is evident because more women attend college than men do)
- Includes few relevant facts, examples, and details (*18th amendment*: period of reform; smashed bottles; *19th amendment*: millions marched); includes a minor inaccuracy (*19th amendment*: organized protests led by leaders such as Susan B. Anthony)
- Demonstrates a general plan of organization; includes an introduction that notes the roles of citizens' protests in changing the Constitution and a conclusion that briefly reviews the 18th and 19th amendments

Conclusion: Overall, the response fits the criteria for Level 2. The response demonstrates an understanding of the amendments but fails to explain the changes fully.

When the founding fathers wrote the United States Constitution, they included the amendment process to respond to potential political, social and economic changes in American society. The 18th amendment was passed as a response to a social change in society. The 19th amendment was passed as a response to a political change in society.

During the early 1900's many men were going to saloons, getting drunk and then going home and either beating their wives or getting in to car accidents on the way home. The Women's Christian Temperance Association fought hard to try to close down saloons. They would break windows with hatchets and come in yelling at the drunks. In 1919 the 18th amendment was passed banning the selling, drinking and making of alcohol. This caused all the saloons to close, ~~and~~ forcing many people out of jobs. Since saloons were gone people found other ways to get alcohol from going to speakeasies or becoming bootleggers. This amendment also brought about an increase in

Crime due to the emergence of mobsters.

Also during the early 1900's women were still fighting for the right to vote. They argued that since they could do the same work as men do, they should have the same rights men do. This fight began in the 1800's when Susan B. Anthony and Lucretia Mott held the Seneca Falls Convention to try to gain other women's support in the struggle for suffrage. Finally in 1920 the fight ended when women were granted the right to vote in the 19th amendment. Women all across the nation were overjoyed in the fact that after many years of fighting they were finally equal. This gain for women caused African Americans to want equal rights and start their own fight for civil rights.

The amendment process was included in the constitution to keep up with the changing times. Granting women the right to vote and banning alcohol allowed the constitution to

Keep up with political and social changes.

Anchor Level 2-B

The response:

- Minimally develops some aspects of the task
- Is primarily descriptive (*18th amendment*: the Women’s Christian Temperance Association fought hard to try to close down saloons; this caused all the saloons to close, forcing many people out of jobs; since saloons were gone, people found other ways to get alcohol from going to speakeasies or becoming bootleggers; *19th amendment*: this fight began in the 1800s when Lucretia Mott held the Seneca Falls Convention to try to gain other women’s support in the struggle for suffrage; this gain for women caused African Americans to want equal rights and start their own fight for civil rights); includes faulty application (*18th amendment*: many men were getting into car accidents on the way home)
- Includes few relevant facts, examples, and details (*18th amendment*: break windows with hatchets; increase in crime; mobsters); includes inaccuracies (*18th amendment*: banned drinking of alcohol; *19th amendment*: Susan B. Anthony held the Seneca Falls Convention)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 2. The discussion of the 18th amendment mentions several important facts about the era without elaboration. The discussion of the 19th amendment reveals a limited knowledge of women’s history.

As one American president once said, "The Constitution is not made to fit like a straitjacket. Its elasticity lies its chief greatness." The Constitution is a living document, forever growing and changing with the times. Since its introduction in 1789, the Constitution has served to protect different races, minorities and ethnic groups politically and socially.

The 13th amendment, initiated in 1865 at the end of the Civil War and beginning of Reconstruction, granted African Americans their freedom. Socially, African Americans were constitutionally entitled to the same rights as white men. As a result, supremacist white politicians in the South passed the Jim Crow laws which greatly limited African American involvement. As a result, due to Jim Crow, American society was affected by African Americans not receiving full rights until a century later with the passing of Civil Rights Act during the Civil Rights Movement of the 1960s. Before this, black voting rights were limited due to poll taxes and

the grandfather clause. The Civil Rights Act outlawed all forms of segregation.

The amendment process also entitled women to the long sought right to vote. After years of pickets, riots, ^{and} speeches by suffragettes, women acquired the right to vote with the passing of the 19th amendment in 1920. Tired of their domestic lifestyles, most women sought independence from the home and equality with men. After the enactment of the 19th amendment, women ~~got~~ interested in politics greatly increased. Due to this change in the Constitution, America was able to thrive politically by being blessed in government by intelligent and motivated females such as Cordelia Rice and Sandra Day O'Connor.

When the Founding Fathers first proposed the United States' Constitution they purposely included the amendment process so that American government could always adapt ~~and remain~~ to changing society. Due to the Constitution, the United States will always be able to create

"a more perfect union" for centuries to come.

Anchor Level 2-C

The response:

- Minimally develops some aspects of the task
- Is primarily descriptive (*13th amendment*: the 13th amendment, initiated in 1865 at the end of the Civil War and beginning of Reconstruction granted African Americans their freedom; as a result, supremacist whites in the South issued the Jim Crow laws which greatly limited African American involvement; black voting rights were limited due to poll taxes and the grandfather clause; *19th amendment*: after years of pickets, riots, and speeches by suffragettes, women acquired the right to vote in 1920; after the initiation of the 19th amendment, women's interest in politics greatly increased); includes faulty application (*19th amendment*: in 1920, tired of their domestic lifestyle, most women sought independence from the home and equality with men)
- Includes few relevant facts, examples, and details (*13th amendment*: civil rights movement of the 1960s; Civil Rights Act outlawed all forms of segregation; *19th amendment*: Condoleezza Rice; Sandra Day O'Connor); includes an inaccuracy (since its introduction in 1789, the Constitution has served to protect different races, minorities, and ethnic groups politically and socially)
- Demonstrates a general plan of organization; includes an introduction that describes the Constitution as a living document whose greatness lies in its elasticity and a conclusion that observes that the amendment process will allow the nation to remain "a more perfect Union" in the future

Conclusion: Overall, the response fits the criteria for Level 2. The 13th amendment is more fully addressed than the 19th amendment, but neither adequately addresses the historical circumstances of these amendments and the development of the changes is minimal.

Many amendments were passed through out History. Many of them change American Society. In history the 18th and the 19th amendment were passed.

In history the 18th amendment was passed ~~in~~ in 1919. This amendment was known as the prohibition amendment which is the total emancipation of alcohol. We believed that the passing of the amendment would knock down the rates of crimes. This amendment changed American society that by wiping out Alcohol it made crimes worse or it ~~stayed~~ stayed the same, this showed that people commit crimes not alcohol. This amendment helped us socially because this opened up

Speakers. The 18th amendment didn't last very long it was soon thrown out.

The 19th amendment was passed in 1920. This amendment was known as women's suffrage. Through out history women didn't have many rights, we couldn't vote, work, nothing. The 19th amendment allowed women to vote and work. This amendment was passed after WWI because ~~the~~ while men were gone women worked and ~~so~~ so women believed that they should still have this right after men came ~~home~~ home. This helped us economically because women could basically do the same things as men and this allowed ~~companies~~ companies to have more

workers and get things done faster. The 19th amendment was a very ~~big~~ big impact on American society because it changed women's feeling. We have the right to vote work and basically do whatever as men can do.

The 18th and 19th amendment changed the American society a lot. It helped it grow and made our society better. There are many amendments throughout history the 18th and 19th amendments stood out in changing American society.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task by mentioning historical circumstances that led to the adoption of the 19th amendment and stating a change the 18th amendment brought to American society
- Is descriptive (*18th amendment*: we believed that the passing of the amendment would knock down the rates of crime; wiping out alcohol made crimes worse; *19th amendment*: throughout history, women did not have many rights; could not vote); lacks understanding (*18th amendment*: this showed that people commit crimes, not alcohol; *19th amendment*: allowed women to vote and work; while men were gone, women worked so women believed they should still have this right after men came home; this helped us economically because women could basically do the same things as men and this allowed companies to have more workers and get things done faster)
- Includes few relevant facts, examples, or details (*18th amendment*: speakeasies); includes an inaccuracy (*19th amendment*: passed after World War II)
- Demonstrates a general plan of organization; includes a weak introduction and a weak conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The broad generalizations used to discuss the 19th amendment are somewhat confused. However, the response shows a limited understanding of the 18th amendment.

When the Founding Fathers wrote the United States Constitution, they included the amendment process to respond to potential ~~process~~ political, social and economic changes in American society.

During time when slavery was going on. The 13th amendment was made after the Civil War. It was to end slavery cause it wasn't right. After the North had won the war president Lincoln wanted to preserve the Union. All slaves were now free. A lot of slaves from the South had then migrated to the North when this happen this started the Harlem Renaissance. In this time slaves were used for economics in the South.

The 19th amendment was made for women's suffrage. During this time women were not equal as men. Men had more rights than women. Women didn't have the rights to vote.

Anchor Level 1-B

The response:

- Minimally develops few aspects of the task by mentioning the general historical circumstances that led to the adoption of the 13th and 19th amendments
- Is descriptive (*13th amendment*: was made after the Civil War to end slavery; *19th amendment*: during this time, women were not equal as men; women did not have the right to vote)
- Includes no additional relevant facts, examples, or details; includes inaccuracies (*13th amendment*: after the North had won the war, President Lincoln had wanted to preserve the Union; a lot of slaves from the South had then migrated to the North and started the Harlem Renaissance)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response associates the 13th amendment with the Civil War and the 19th amendment with women's suffrage but demonstrates no knowledge of the changes the 13th or 19th amendments brought to American society.

The Founding Fathers wrote the United States Constitution, which included the amendment process to respond to potential political, social, and economic changes in American society. In order to make society better, there must be changes made to our Constitution. The amendment process allows us to do this. Throughout history in the United States, many changes to Constitution were made.

An example of an amendment that was added is the 13th ~~amendment~~ amendment in 1865. This amendment was the abolition of slavery. The circumstances that led to the adoption of this amendment were the racial discrimination and inequality in the United States. African Americans were being treated as if they were someone else's property, and they were owned by ~~an~~ other people.

Abolitionists in the north did not want to see slavery in the U.S., because it was morally wrong. Slaves were treated very badly by their owners, and the north wanted to end it. This led to the Civil War, which was between the north and the south. The north won the war, and as a result of it, slavery was abolished.

The economic change that the 13th amendment brought was that all men and women, black and white, were all created equal. Slavery was now illegal, and all ~~former~~ former slaves were entitled to a piece of land. The change

affected American society because all ~~black~~ African Americans were free, and they were equal to white men.

Another amendment that has changed American society was the 18th amendment in 1919, which was Prohibition. The circumstances that led to the 18th amendment was that men were getting drunk and it caused problems for families. Some men would come home and beat their wives and kids, and the women wanted to end it. This ~~is~~ prohibited the distribution of alcohol in bars and stores.

The economic change that it brought was the beginning of organized crime. People would ship alcohol to the United States illegally, and it would be sold in illegal speakeasies. This caused more problems the U.S. government than the amendment was able to fix. It affected America because it showed how laws might not work in society to make things better. In order to fix this problem, they had to end Prohibition.

The amendment process helps the Constitution work better, because we must make some changes as times goes on. This process makes sure that there are laws to make it run the way it should. There would be too many problems in our society if we couldn't make any changes.

Throughout life, people change and so do their beliefs and needs. Since the United States began its life as an independent country, the American society has been changing. As with any law system and such, when a country's society changes, the laws and rights must change in accordance.

The first amendment of the constitution is the right to free speech. Any American can say whatever they please, no matter where they are or what the circumstances. Or can they? As with all good and just laws and rights, this right must be technically altered. The right to free speech is all well and good, as long as it doesn't disturb the wellbeing of other citizens or ones self.

The constitution was made to enable changes that were set forth in society. These changes or add ons to the constitution were called amendments. As social, economic, and political changes occurred in society, the amendment process could secure the changes. The 13th Amendment, abolishment of slavery, and the 19th Amendment, women's suffrage, were added after the original constitution and brought many social changes to the United States.

The 13th Amendment was created in 1865 in order to abolish slavery. Before this amendment was created, the United States had been fighting against itself on the issues of slavery in new territories. As the fighting continued between the north and south, southern states started seceding, North Carolina being the first. By 1861, the start of the Civil War took place. When the war was over

the north had won, and ^{president Lincoln} created the 13th Amendment followed by the 14th and 15th amendment that helped African Americans. Socially there was little change for the former slaves. White Southerners ~~star~~ still used former slaves to do all their work and called it share-cropping. The court case Plessy v. Ferguson stated ~~seper~~ "separate but equal," but African Americans were not treated equal. Because of the 13th Amendment, African Americans were now free.

People such as W. E. B. DuBois and Booker T. Washington fought for the rights of African Americans. Major changes did not occur until the 1960s. At this time, the Civil Rights movement was going on. Malcolm X and Dr. Martin Luther King Jr. were very active in gaining rights for African Americans. Schools started to integrate and the Voting Acts Law of 1964 was

passed. This law made it so literacy tests did not have to be taken by African Americans in order to vote or it was the same as everyone's. The 13th Amendment was ~~also~~ added to the constitution because of the changes in society.

The 19th Amendment was added in 1920 giving ~~the~~ women the right to vote. During the 1920s the Progressive Era was going on and this was a time of prosper for most Americans. Women started doing more, becoming more free about what they said and wore and many had started working because of WWI. The role of women before was to tend to the children and house. They could not vote nor work and if they did work they got paid far less money than men. The 19th Amendment brought social changes as to how women acted. ~~They could now go~~ ~~was~~ It also allowed women to ~~take~~ have a voice in politics by voting. Still major changes did not

take place until the Civil Rights Act. More women at this time stepped up and fought for their rights. ~~These rights included equal pay~~ A major right women fought for was equal pay. The 19th Amendment allowed women to vote and later brought upon many other reforms.

The 13th and 19th Amendment brought upon many changes. African Americans and women fought for the rights they deserved after these amendments were created. ~~Be~~ In order for these changes to be brought about the Amendments had to be made.

When the founding fathers laid down the Constitution, they did so with the knowledge that as time changes, ideas and policies need to adapt. Using this logic, they created the system of amendments, which allows changes to be made to the American Constitution. These amendments have brought change upon our society and influenced the direction our nation has headed. Two examples of such amendments are the 13th and 19th amendments, which abolished slavery and gave women the right to vote.

Passed in 1865, the 13th amendment abolished slavery in our nation. Prior to the 13th amendment, the Civil War had just ended—a war fought over slavery, sectionalism, and states rights. Although at the beginning of the war, Lincoln's main focus was the preservation of the Union, with his declaration of the emancipation proclamation, he turned the civil war into a moral crusade against slavery. The immediate effects of the 13th amendment were clear—slavery was no longer legal, and African Americans were freed from their chains. However, true freedom would not come until the civil rights movement in the 1960s. And although the 13th amendment freed slaves, it did not make them equal under the law (per *Plessy v. Ferguson's* interpretation of the 14th amendment). What the 13th amendment did accomplish, however, was that it permanently ended the idea of slavery so it

set in motion the later movements which would call for equal rights and the end of segregation in our nation.

Similarly, the 19th amendment, passed in 1920, did the same for women. Prior to this amendment, women had virtually no rights—once they were married they lost all of their assets to their husbands, and were essentially powerless. However, thanks to the hard work of women such as Elizabeth Cady Stanton and Susan B. Anthony, who organized the Seneca Falls Convention, eventually women got their right to vote. The impact of the 19th amendment would be that it increased the voting population and made the nation more democratic. It also encouraged the start of feminism (such as the influence of Betty Friedan in encouraging women to be more than just housewives), and brought issues such as abortion to the forefront (such as *Roe v. Wade*). Like the 13th amendment, the 19th amendment set in motion later movements and protests. However, it did not suffer the large backlash that the 13th amendment received—it was received well by most people. From this movement, women gained rights they never held before, and started to influence the nation more.

Overall, the amendment system put in place by our founding fathers is one of the most important aspects of our constitution. It allows the government to pass legislation that changes with the times, or, if needed, to repeal amendments (i.e. the prohibition). The

passages of the 13th and 19th amendments are two examples of how changes in the constitution can affect the nation and pave the way for later movements. The 13th amendment freed slaves in America and decreased sectionalism, while the 19th amendment gave women the right to vote. Both ~~amendments~~ amendments affected the nation largely, increased the democracy of our nation, and set the path for later movements. They brought about social and political changes, which are seen even to this day. The American society is always changing, and the system of amendments to the constitution only helps this change. Essentially, the government is able to change with the times and helps keep the nation moving forward.

By including the amendment process in the United States Constitution our Founding Fathers created a constitution that could adapt to changing times. After over 200 years, the original United States Constitution still remains the law of the land, and one of the most significant reasons for this is the existence of the amendment process. Two important amendments that have brought important change to our nation are the 13th Amendment and the 19th Amendment.

The 13th Amendment abolished slavery in 1865. Slavery had been a huge part of our nation since the beginning. Many Southern plantation owners relied on slaves to work their lands, and could not imagine any other way. However, as time went on many people began to see just how cruel and inhumane the institution of slavery really was. Abolitionists, people who opposed slavery, began to gain public support for their cause. Uncle Tom's Cabin, written by Harriet Beecher Stowe, helped expose the evils of American slavery to the entire world. Eventually, the abolitionists were victorious, and slavery was abolished for good after the Northern victory in the Civil War. However, while this change in American society was a positive one, it brought about the question of how freed slaves would make a living. Southern plantation owners struggled for ways to maintain their plantations without slaves. Also, many slaves were uneducated or illiterate, and combined with the racist attitude of much of America at this time, this made it very difficult for them to find jobs. Sharecropping started

as a way to solve the problem. African Americans worked on a small piece of land belonging to their former masters and were always in debt.

Also, Southern states passed laws to keep African Americans and whites separated. Schools, bathrooms, drinking fountains, and trains were segregated and the facilities for African Americans were much worse than the ones for whites. So, even though the 13th amendment ended slavery, African Americans were not treated equally for many years.

The 19th amendment gave women the right to vote in 1920. In the beginning of our nation, women barely had any rights. They ~~was~~ were second class citizens, unable to own land, become educated, and unable to make their own decisions. However, as time passed women's rights activists began to work for more rights for women. In 1848, Elizabeth Cady Stanton organized the Seneca Falls Convention to discuss women's rights. During the 19th century, some states allowed women to own property even after they married. Some women started to attend colleges and a few even got medical degrees. During World War I, many women replaced men in factory jobs while they were off fighting. This helped society realize that women were much more capable than they were believed to be. Women joining the war effort was one reason why they were granted suffrage in 1920. Once women had the right to vote, a whole

new group of people - and a very large one at that - was added to the voting population. Now it was not only the men who would choose the leaders of our nation, but the women too.

Today women make up over half of all eligible voters. No candidate who is running for office can afford to ignore women. Today women hold high positions in all levels of government like Nancy Pelosi and Hillary Clinton.

Amendments are usually passed to address significant political, economic or social concerns. The passage of the 13th Amendment and the 18th Amendment addressed the changing times of their period and have had a great impact on American society.

Practice Paper A—Score Level 2

The response:

- Minimally develops some aspects of the task
- Is primarily descriptive (*13th amendment*: the circumstances that led to the adoption of this amendment were the racial discrimination and inequality in the United States; abolitionists in the North did not want to see slavery in the United States because it was morally wrong; *18th amendment*: some men would come home and beat their wives and kids, and the women wanted to end it; the economic change that it brought was the beginning of organized crime; it showed how laws might not work in society to make things better)
- Includes few relevant facts, examples, and details (*13th amendment*: property; Civil War; North won; *18th amendment*: speakeasies; end Prohibition); includes inaccuracies (*13th amendment*: the economic change that the 13th amendment brought was that all men and women, black and white, were all created equal; all former slaves were entitled to a piece of land; the change affected American society because all African Americans were free and they were equal to white men)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response demonstrates some understanding of the changes brought about by Prohibition. However, the discussion of changes resulting from the 13th amendment shows a fundamental lack of understanding of the concept of equality.

Practice Paper B—Score Level 0

The response:

Fails to develop the task, referring to the theme in only a general way

Conclusion: The response fits the criteria for Level 0. While the response identifies a protection and a controversy related to the 1st amendment, it fails to connect the information to the requirements of the task.

Practice Paper C—Score Level 3

The response:

- Develops most aspects of the task in some depth by describing the historical circumstances that led to the adoption of the 19th amendment, discussing the social and political changes the 13th amendment brought to American society, and develops the other aspects in little depth by mentioning the historical circumstances for the 13th amendment and changes brought about by the 19th amendment
- Is more descriptive than analytical (*13th amendment*: before this amendment was created, the United States had been fighting against itself on the issue of slavery in new territories; white Southerners still used former slaves to do all their work and called it sharecropping; African Americans were now free and later people such as W. E. B. Du Bois and Booker T. Washington fought for the rights of African Americans; *19th amendment*: the role of women before was to tend to the children and house; women started becoming more free about what they said and wore; many had started working because of World War I; major changes did not take place until the Civil Rights Act)
- Includes some relevant facts, examples, and details (*13th amendment*: Southern states started seceding; Civil War; North won; President Lincoln; 14th and 15th amendments; *Plessy v. Ferguson*; “separate but equal”; civil rights movement; Malcolm X; Dr. Martin Luther King, Jr.; schools started to integrate; Voting Act, literacy test; *19th amendment*: Progressive Era; World War I; paid far less money; equal pay); includes some minor inaccuracies (*13th amendment*: North Carolina being the first to secede; Voting Acts Law of 1964; *19th amendment*: during the 1920s, the Progressive Era was going on)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response mentions some important African American leaders that followed the abolition of slavery. However, it lacks depth in its discussion of the 19th amendment.

Practice Paper D—Score Level 3

The response:

- Develops all aspects of the task with little depth by describing the historical circumstances that led to the adoption of the 13th and 19th amendments and by discussing the social changes these amendments brought to American society
- Is more descriptive than analytical (*13th amendment*: although at the beginning of the war, Lincoln's main focus was the preservation of the Union, with his declaration of the Emancipation Proclamation, he turned the Civil War into a moral crusade against slavery; although the 13th amendment freed slaves, it did not make them equal under the law; what the 13th amendment did accomplish however, was that it permanently ended the idea of slavery so it set in motion the later movements which would call for equal rights and the end of segregation in our nation; *19th amendment*: prior to this amendment, women had virtually no rights; once they were married they lost all of their assets to their husbands and were essentially powerless; encouraged the start of feminism such as the influence of Betty Friedan in encouraging women to be more than just housewives; brought issues such as abortion to the forefront)
- Includes some relevant facts, examples, and details (*13th amendment*: sectionalism; States rights; civil rights movement in the 1960s; *Plessy v. Ferguson's* interpretation of the 14th amendment; *19th amendment*: Elizabeth Cady Stanton; Seneca Falls Convention; *Roe v. Wade*); includes an inaccuracy (*19th amendment*: Susan B. Anthony organized the Seneca Falls Convention)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that notes that both the 13th and 19th amendments set the path for later movements

Conclusion: Overall, the response fits the criteria for Level 3. The response recognizes that the 13th and 19th amendments were the first steps toward equality for African Americans and women. The strength of this response lies in its analytical statements; however, the discussion lacks full development.

Practice Paper E—Score Level 4

The response:

- Develops all aspects of the task by describing the historical circumstances that led to the adoption of the 13th amendment and the 19th amendment and discussing the changes these amendments brought to American society
- Is more descriptive than analytical (*13th amendment*: abolitionists, people who oppose slavery, began to gain public support for their cause; it brought about the question of how freed slaves would make a living; Southern states passed laws to keep African Americans and whites separated; *19th amendment*: they were second class citizens, unable to own land, become educated, and unable to make their own decisions; during the 19th century, some states allowed women to own property; some attended college and a few got medical degrees; during World War I, women working in factory jobs helped society realize women were much more capable than they were believed to be; now it was not only the men who would choose the leaders of our nation, but the women too; today women hold high positions in all levels of government, like Nancy Pelosi and Hillary Clinton)
- Supports the theme with relevant facts, examples, and details (*13th amendment*: Southern plantation owners; cruel and inhumane; *Uncle Tom's Cabin*; Harriet Beecher Stowe; Northern victory; Civil War; uneducated or illiterate; racist attitudes; sharecropping; schools, bathrooms, drinking fountains, and trains were segregated; *19th amendment*: Elizabeth Cady Stanton; Seneca Falls Convention; World War I; factory jobs; over half of all eligible voters)
- Demonstrates a logical and clear plan of organization; includes an introduction that acknowledges that the amendment process has allowed the original United States Constitution to remain the law of the land for over 200 years and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 4. All aspects of the task are addressed with clear wording and simple descriptions, but the response lacks the level of analysis needed for Level 5.

United States History and Government Specifications June 2011

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Change: Constitutional Amendments; Reform Movements; Diversity	Standards 1 and 5: United States and New York History; Civics, Citizenship, and Government
Document-based Essay	Change (1920s & 1930s); Economic Systems; Presidential Decisions and Actions; Individuals, Groups, and Institutions; Culture and Intellectual Life; Diversity	Standards 1, 4, and 5: United States and New York History; Economics; Civics, Citizenship, and Government

Notes:

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

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

The *Chart for Determining the Final Examination Score for the June 2011 Regents Examination in United States History and Government* will be posted on the Department's web site at: <http://www.p12.nysed.gov/apda/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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