

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

**UNITED STATES HISTORY  
AND  
GOVERNMENT**

**Thursday, January 27, 2005 — 1:15 to 4:15 p.m., only**

Student Name \_\_\_\_\_

School Name \_\_\_\_\_

Print your name and the name of your school on the lines above. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now print your name and the name of your school in the heading of each page of your essay booklet.

This examination has three parts. You are to answer **all** questions in all parts. Use black or dark-blue ink to write your answers.

**Part I** contains 50 multiple-choice questions. Record your answers to these questions on the separate answer sheet.

**Part II** contains one thematic essay question. Write your answer to this question in the essay booklet, beginning on page 1.

**Part III** is based on several documents:

**Part III A** contains the documents. Each document is followed by one or more questions. In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

**Part III B** contains one essay question based on the documents. Write your answer to this question in the essay booklet, beginning on page 7.

When you have completed the examination, you must sign the statement printed on the Part I answer sheet, indicating that you had no unlawful knowledge of the questions or answers prior to the examination and that you have neither given nor received assistance in answering any of the questions during the examination. Your answer sheet cannot be accepted if you fail to sign this declaration.

**DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.**

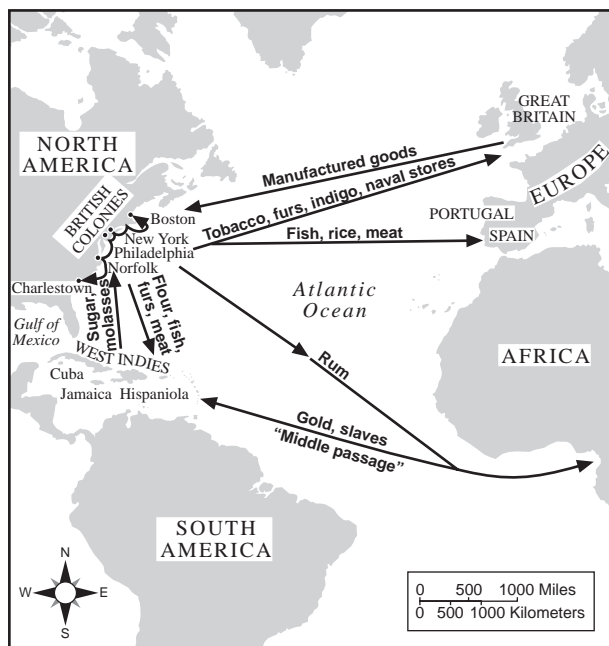
## Part I

### Answer all questions in this part.

*Directions (1–50):* For each statement or question, write on the separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

- 1 Because of fertile land and a long growing season, plantations in the thirteen colonies developed in
- (1) New England
  - (2) the Middle Atlantic region
  - (3) the South
  - (4) the upper Mississippi River valley

Base your answer to question 2 on the map below and on your knowledge of social studies.



Source: *U.S. History: Preparing for the Advanced Placement Examination*, AMSCO (adapted)

- 2 What would be the best title for this map?
- (1) British Domination of the Americas
  - (2) Colonial Trade Routes
  - (3) Spanish Colonies in the New World
  - (4) The United States in 1750

Base your answer to question 3 on the quotation below and on your knowledge of social studies.

... I challenge the warmest advocate [supporter] for reconciliation, to shew [show], a single advantage that this continent can reap [gain], by being connected with Great Britain. I repeat the challenge, not a single advantage is derived [acquired]. Our corn will fetch its price in any market in Europe, and our imported goods must be paid for, buy them where we will. . . .

— Thomas Paine, *Common Sense*, 1776

- 3 This speaker is most likely opposed to
- (1) mercantilism
  - (2) capitalism
  - (3) direct democracy
  - (4) representative government
- 
- 4 A major argument for American independence found in the Declaration of Independence was that the British
- (1) stopped participating in the slave trade
  - (2) refused to sell products to Americans
  - (3) deprived Americans of their natural rights
  - (4) censored American representatives in Parliament
- 5 The Preamble of the United States Constitution states the purposes of government and is based on the belief that
- (1) the states have ultimate authority
  - (2) members of Congress should be appointed
  - (3) Supreme Court Justices should be elected
  - (4) the people are sovereign

Base your answers to questions 6 and 7 on the statements below and on your knowledge of social studies.

*Speaker A:* We want a strong national government to provide order and protect the rights of the people.

*Speaker B:* We want a weak national government so that it will not threaten the rights of the people or the powers of the states.

*Speaker C:* We want to add a bill of rights to the Constitution to protect the people against abuses of power.

*Speaker D:* A bill of rights is unnecessary because the new government's powers are limited by the Constitution.

- 6 A common theme in the statements is a concern about
- (1) excessive state power
  - (2) the Land Ordinance of 1785
  - (3) the rights of the individual
  - (4) creation of the Articles of Confederation

- 7 These statements represent points of view that differ between
- (1) pro-independence Patriots and pro-British Tories
  - (2) leaders of the North and the West
  - (3) supporters of Congress and the president
  - (4) Federalists and Antifederalists

- 8 How did President George Washington react to the conflict between France and England in 1793?
- (1) He used the opportunity to begin the war for American independence.
  - (2) He declared the neutrality of the United States.
  - (3) He aided the French because they had supported the American Revolution.
  - (4) He negotiated a peace settlement between the warring nations.

9 The framers of the United States Constitution included the concepts of federalism, checks and balances, and separation of powers in the document because they

- (1) feared a government with unlimited power
- (2) favored the poor over the rich
- (3) wanted to increase the powers of the states
- (4) hoped to expand the democratic process

10 The power of judicial review allows the Supreme Court to

- (1) repeal amendments to the Constitution
- (2) determine the constitutionality of a law
- (3) break tie votes in the electoral college
- (4) impeach the president and other high-level officials

11 The development of political parties and of the committee system used in Congress illustrates the application of

- (1) constitutional amendments
- (2) federal legislation
- (3) the unwritten constitution
- (4) Supreme Court decisions

12 A loose interpretation of the Constitution was applied when

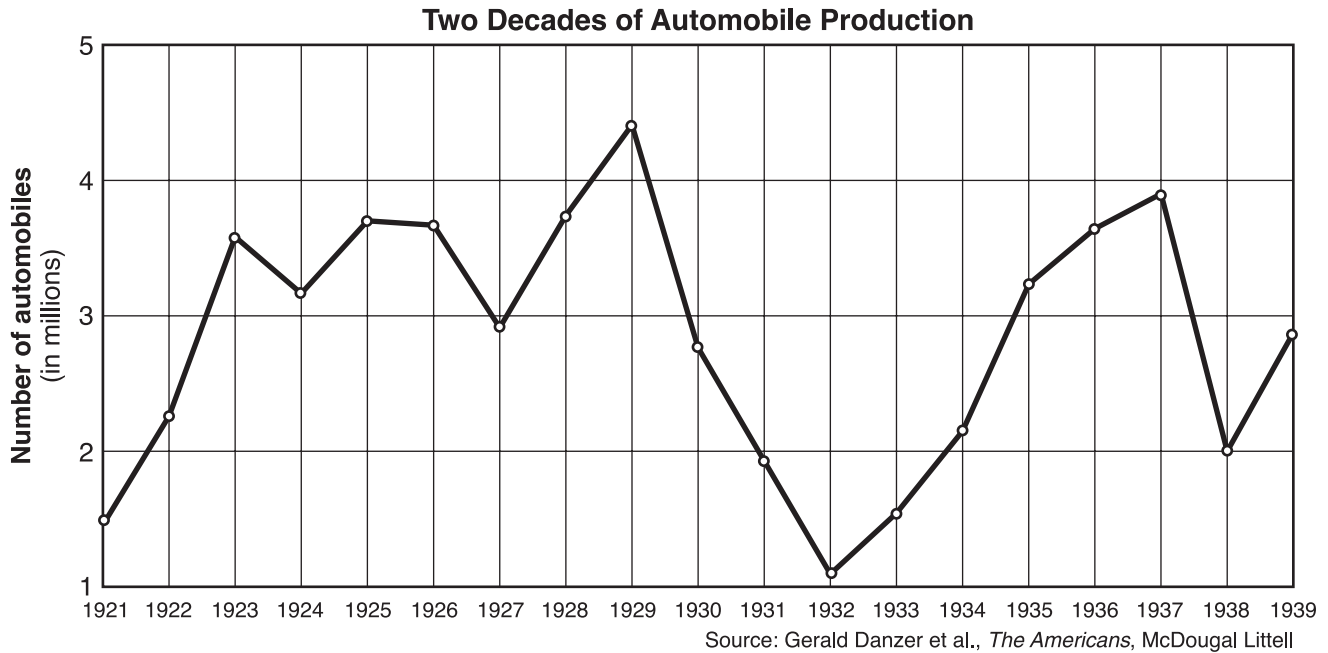
- (1) George Washington appointed John Jay to the Supreme Court
- (2) John Adams signed the Alien and Sedition Acts
- (3) Thomas Jefferson purchased the Louisiana Territory
- (4) James Monroe delivered his State of the Union message

13 One reason James Madison and Thomas Jefferson objected to Alexander Hamilton's financial policies was that they believed

- (1) the establishment of a national bank was unconstitutional
- (2) a laissez-faire policy would not help the country's economy
- (3) the government should encourage industrial development
- (4) high tariffs were needed to protect America's economic interests

- 14 As a result of President Andrew Jackson's policies, Native American Indians were
- (1) relocated to reservations in Mexico
  - (2) forcibly removed to areas west of the Mississippi River
  - (3) gradually allowed to return to their ancestral lands
  - (4) given United States citizenship
- 15 The Missouri Compromise (1820), the Compromise of 1850, and the Kansas-Nebraska Act (1854) were all efforts to
- (1) end fighting between midwestern farmers and Native American Indians
  - (2) encourage manufacturing in the West
  - (3) increase the number of people who voted in presidential elections
  - (4) settle disputes over the spread of slavery to the western territories
- 16 The institution of slavery was formally abolished in the United States by the
- (1) Compromise of 1850
  - (2) Emancipation Proclamation of 1863
  - (3) creation of the Freedmen's Bureau in 1865
  - (4) ratification of the 13th amendment in 1865
- 17 In an outline, which main topic would include the other three?
- (1) Erie Canal
  - (2) 19th-Century Internal Improvements
  - (3) Transcontinental Railroad
  - (4) National Road
- 18 Which leader founded a vocational training institution in the late 1800s to improve economic opportunities for African Americans?
- (1) George Washington Carver
  - (2) Frederick Douglass
  - (3) W. E. B. Du Bois
  - (4) Booker T. Washington
- 19 In the last half of the 1800s, which development led to the other three?
- (1) expansion of the middle class
  - (2) growth of industrialization
  - (3) formation of trusts
  - (4) creation of labor unions
- 20 The "new immigrants" to the United States between 1890 and 1915 came primarily from
- (1) southern and eastern Europe
  - (2) northern and western Europe
  - (3) East Asia
  - (4) Latin America
- 21 Both the Interstate Commerce Act and the Sherman Antitrust Act were
- (1) inspired by the effectiveness of earlier state laws
  - (2) designed to protect business from foreign competition
  - (3) declared unconstitutional by the Supreme Court in the late 1800s
  - (4) passed by the federal government to regulate big business
- 22 Why was there increased interest in building a canal across Central America in the late 1800s?
- (1) The United States had acquired colonies in the Pacific region.
  - (2) Tariffs on Chinese and Japanese products had ended.
  - (3) The main source of immigration had shifted from northern Europe to southern Europe.
  - (4) Transcontinental railroads had not yet been completed.
- 23 Much of the economic growth of the 1920s was based on
- (1) increased trade with other nations
  - (2) the production of new consumer goods
  - (3) rising prices of agricultural products
  - (4) the rapid development of the West
- 24 Langston Hughes and Duke Ellington are noted for their contributions to the cultural movement of the 1920s known as the
- (1) Gospel of Wealth
  - (2) Lost Generation
  - (3) Harlem Renaissance
  - (4) Gilded Age

Base your answer to question 25 on the graph below and on your knowledge of social studies.



25 Which conclusion is best supported by the information on the graph?

- (1) The level of automobile production remained constant.
- (2) The average American family found the automobile too expensive to purchase.
- (3) By 1929, most of the automobiles in the world were produced in the United States.
- (4) Changes in economic conditions led to changes in automobile production.

26 The failure of national Prohibition led to a public awareness that

- (1) crime rates decline when the sale of alcoholic beverages is banned
- (2) economic prosperity encourages social conformity
- (3) unpopular laws are difficult to enforce
- (4) geographic conditions affect law enforcement

27 A lasting effect of the New Deal has been a belief that government should

- (1) own the principal means of producing goods and services
- (2) allow natural market forces to determine economic conditions
- (3) maintain a balanced federal budget during hard economic times
- (4) assume responsibility for the well-being of its citizens

28 “. . . The American people are sick and tired of being afraid to speak their minds lest they be politically smeared as ‘Communists’ or ‘Fascists’ by their opponents. Freedom of speech is not what it used to be in America. It has been so abused by some that it is not exercised by others. The American people are sick and tired of seeing innocent people smeared and guilty people whitewashed. But there have been enough proved cases to cause nationwide distrust and strong suspicion that there may be something to the unproved, sensational accusations. . . .”

— Senator Margaret Chase Smith,  
United States Senate, June 1, 1950

When Senator Smith spoke these words, she was reacting to

- (1) the Yellow Peril
- (2) McCarthyism
- (3) the Eisenhower Doctrine
- (4) Progressivism

Base your answers to questions 29 and 30 on the cartoon below and on your knowledge of social studies.



Source: *PM*, May 15, 1941 (adapted)

**Ho Hum! No Chance of Contagion.**

- 29 In the cartoon, most of the “diseases” refer to the
- (1) military dictatorships of the 1930s
  - (2) Allied powers of World War II
  - (3) nations banned from the United Nations after World War II
  - (4) Communist bloc countries in the Cold War
- 30 Which action is most closely associated with the situation shown in the cartoon?
- (1) signing of the Atlantic Charter
  - (2) passage of the Neutrality Acts of 1935–1937
  - (3) first fireside chat of Franklin D. Roosevelt
  - (4) declaration of war on Japan

- 31 Which foreign policy decision by President Harry Truman is an example of the policy of containment?
- (1) relieving General MacArthur of his Korean command
  - (2) recognizing the new nation of Israel
  - (3) supporting the trials of war criminals in Germany and Japan
  - (4) providing military aid to Greece and Turkey
- 32 Before ratification of the 22nd amendment in 1951, most presidents served no more than two terms because of
- (1) a federal law
  - (2) a Supreme Court decision
  - (3) the elastic clause
  - (4) custom and tradition
- 33 Which constitutional principle was tested in the cases of *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka*?
- (1) separation of powers
  - (2) popular sovereignty
  - (3) equal protection of the law
  - (4) separation of church and state
- 34 “. . . My fellow citizens of the world: ask not what America will do for you, but what together we can do for the freedom of man. . . .”
- John F. Kennedy, Inaugural Address, 1961
- To implement the idea expressed in this statement, President Kennedy supported the
- (1) creation of the Marshall Plan
  - (2) formation of the Peace Corps
  - (3) removal of United States troops from Korea
  - (4) establishment of the South East Asia Treaty Organization

Base your answer to question 35 on the cartoon below and on your knowledge of social studies.



**Declined with Thanks**

The Antis—"Here take a dose of this anti-fat and get thin again!"  
Uncle Sam—"No, Sonny! I never did take any of that stuff, and I'm too old to begin."

Source: J. S. Pugh, *Puck*, September 5, 1900 (adapted)

35 Which foreign policy is the main issue of this cartoon?

- (1) containment
- (2) imperialism
- (3) internationalism
- (4) neutrality

36 The police enter an individual's home without invitation or a warrant and seize evidence to be used against the individual.

Which Supreme Court decision may be used to rule this evidence inadmissible in court?

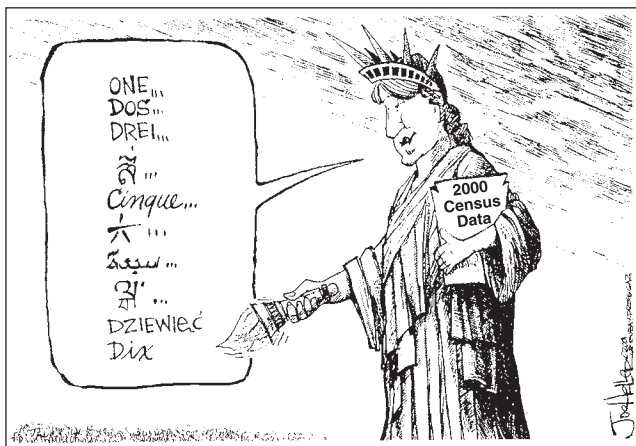
- (1) *Baker v. Carr*
- (2) *Gideon v. Wainwright*
- (3) *Mapp v. Ohio*
- (4) *Roe v. Wade*

37 The war in Vietnam led Congress to pass the War Powers Act of 1973 in order to

- (1) affirm United States support for the United Nations
- (2) strengthen the policy of détente
- (3) increase United States participation in international peacekeeping operations
- (4) assert the role of Congress in the commitment of troops overseas

- 38 The ratification of the 26th amendment, which lowered the voting age to 18, was a result of the
- (1) participation of the United States in the Vietnam War
  - (2) fear of McCarthyism
  - (3) reaction to the launching of Sputnik by the Soviet Union
  - (4) reporting of the Watergate scandal
- 39 The decisions of the United States Supreme Court in *Tinker v. Des Moines* and *New York Times Co. v. United States* were based on interpretations of the
- (1) meaning of a republican form of government
  - (2) powers delegated specifically to Congress
  - (3) president's right to executive privilege
  - (4) rights guaranteed by the 1st amendment

Base your answer to question 40 on the cartoon below and on your knowledge of social studies.



Source: Joe Heller, *Utica Observer-Dispatch*, March 27, 2001 (adapted)

- 40 According to the cartoonist, the United States has
- (1) an ethnically diverse population
  - (2) an overly restrictive immigration policy
  - (3) a national requirement that high school students learn foreign languages
  - (4) a census report printed in languages that are spoken in the United States

- 41 One responsibility of the Federal Reserve System is to
- (1) balance the federal budget
  - (2) raise or lower income taxes
  - (3) control the supply of money
  - (4) regulate the stock market

Base your answers to questions 42 and 43 on the table below and on your knowledge of social studies.

**Participation in High School Sports**

School Year	Boys	Girls
1971–72	3,666,917	294,015
2003–04	4,038,253	2,865,299

Source: National Federation of State High School Associations (adapted)

- 42 The data included in the table suggest that since 1971
- (1) boys are losing interest in participating in sports
  - (2) participation in sports by boys and girls is nearly equal
  - (3) girls' participation in sports equals that of boys
  - (4) girls' participation in sports is increasing at a faster rate than that of boys
- 43 Which development contributed most to the changes shown in the table?
- (1) passage of the Civil Rights Act of 1964
  - (2) inclusion of Title IX in the Education Amendments of 1972
  - (3) the beginning of Head Start programs in the 1960s
  - (4) increase in the number of nonpublic schools since the 1970s



Base your answer to question 44 on the cartoon below and on your knowledge of social studies.



Source: Mort Gerberg in *Macroeconomics, Principles and Policy*, Dryden Press (adapted)

- 44 The cartoonist is trying to encourage American consumers to consider that
- (1) the United States buys more from Japan than Japan buys from the United States
  - (2) cars produced in the United States are often inferior to foreign-made automobiles
  - (3) single purchases of automobiles do not have an impact on calculating foreign trade balances
  - (4) automobile dealerships in the United States should offer more incentives for purchasing American-made cars
- 
- 45 Since 1980, most new jobs in the United States have been in
- |                    |                        |
|--------------------|------------------------|
| (1) education      | (3) service industries |
| (2) heavy industry | (4) civil service      |
- 46 President George Washington in his Farewell Address, President James Monroe in the Monroe Doctrine, and the opponents of the League of Nations all wanted the United States to
- (1) avoid European conflicts
  - (2) avoid trade with foreign nations
  - (3) refuse diplomatic recognition of non-democratic nations
  - (4) reduce foreign influence by establishing immigration quotas

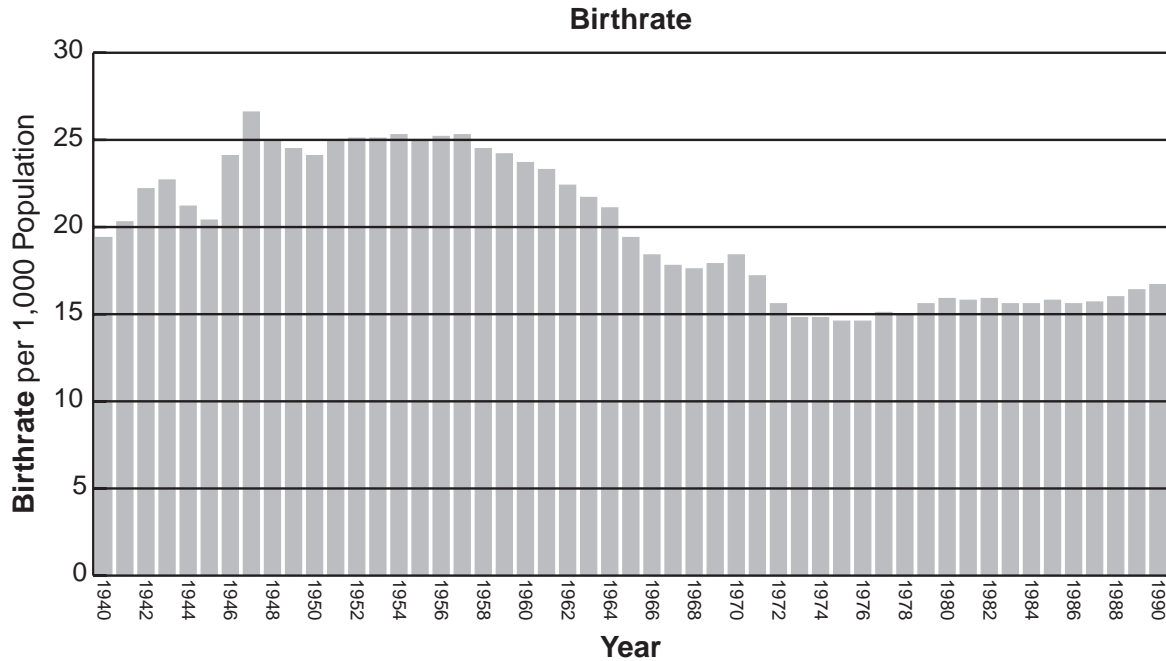
Base your answer to question 47 on the cartoon below and on your knowledge of social studies.



Source: Mike Luckovich, *The Atlanta Constitution*

- 47 In this cartoon, what is the main concern of the cartoonist?
- (1) The technology needed to run the federal government is too expensive.
  - (2) Consumers should be protected from false advertising in the media.
  - (3) Technology makes it easier to influence legislators.
  - (4) The government is unable to safeguard the privacy of Internet users.
- 
- 48 How were the presidential elections of 1876 and 2000 similar?
- (1) The winner of the popular vote lost the electoral vote.
  - (2) Third-party candidates did not affect the outcome.
  - (3) The outcome of the election was decided by Congress.
  - (4) The winner was decided by the Supreme Court.

Base your answers to questions 49 and 50 on the graph below and on your knowledge of social studies.



Source: U.S. Census Bureau, *Statistical Abstract of the United States* (adapted)

- 49 Which situation can be inferred from the population trend shown on the graph?
- (1) In the 1980s, more new schools were needed than in the early 1960s.
  - (2) In the 1970s, there was increased migration to the northeast.
  - (3) In the 1980s, the number of baby boomers was recognized as a threat to the future of Social Security benefits.
  - (4) In the 1990s, death rates increased.

- 50 Information on the graph shows that the birthrate peaked in
- (1) 1940
  - (2) 1947
  - (3) 1957
  - (4) 1970

Answers to the essay questions are to be written in the separate essay booklet.

In developing your answer to Part II, be sure to keep these general definitions in mind:

- (a) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”
- (b) **evaluate** means “examine and judge the significance, worth, or condition of; to determine the value of”

## Part II

### THEMATIC ESSAY QUESTION

*Directions:* Write a well-organized essay that includes an introduction, several paragraphs addressing the task below, and a conclusion.

#### Theme: Foreign Policy

Since 1900, United States foreign policy actions have often been based on national self-interest. These actions have had immediate and long-term results.

#### Task:

Identify *two* important United States foreign policy actions **since 1900** and for *each*

- Discuss the historical circumstances surrounding the action
- Discuss *one* immediate **or** *one* long-term result of the action
- Evaluate the extent to which the action promoted the nation’s self-interest

You may use any important foreign policy action since 1900 from your study of United States history. Some suggestions you might wish to consider include Theodore Roosevelt’s Corollary to the Monroe Doctrine (1904), Woodrow Wilson’s Fourteen Points (1918), the Lend-Lease Act (1941), the Marshall Plan (1947), the blockade of Cuba (1962), the Strategic Arms Limitation Talks (SALT) agreements (1972), and the Persian Gulf War (1991).

**You are *not* limited to these suggestions.**

#### Guidelines:

**In your essay, be sure to:**

- Develop all aspects of the task
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme

In developing your answer to Part III, be sure to keep this general definition in mind:

discuss means “to make observations about something using facts, reasoning, and arguments; to present in some detail”

### Part III

## DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. This question is designed to test your ability to work with historical documents. Some of the documents have been edited for the purposes of the question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document.

### Historical Context:

During the late 1800s and early 1900s, Progressive reformers worked to improve American society. Their goals included **protecting consumers**, **regulating child labor**, **improving working conditions**, and **expanding democracy**.

**Task:** Using information from the documents and your knowledge of United States history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to

Choose **three** goals mentioned in the historical context and for **each**

- Discuss the conditions that led Progressive reformers to address the goal
- Discuss the extent to which the goal was achieved

## Part A

### Short-Answer Questions

*Directions:* Analyze the documents and answer the short-answer questions that follow each document in the space provided.

#### Document 1

. . . There were the men in the pickle rooms, for instance, where old Antanas had gotten his death; scarce a one of these that had not some spot of horror on his person. Let a man so much as scrape his finger pushing a truck in the pickle rooms, and he might have a sore that would put him out of the world [lead to his death]; all the joints in his fingers might be eaten by the acid, one by one. Of the butchers and floorsmen, the beef boners and trimmers, and all those who used knives, you could scarcely find a person who had the use of his thumb; time and time again the base of it had been slashed, till it was a mere lump of flesh against which the man pressed the knife to hold it. The hands of these men would be criss-crossed with cuts, until you could no longer pretend to count them or to trace them. They would have no nails,—they had worn them off pulling hides; their knuckles were swollen so that their fingers spread out like a fan. There were men who worked in the cooking rooms, in the midst of steam and sickening odors, by artificial light; in these rooms the germs of tuberculosis might live for two years, but the supply was renewed every hour. There were the beef luggers, who carried two-hundred-pound quarters into the refrigerator cars, a fearful kind of work, that began at four o'clock in the morning, and that wore out the most powerful men in a few years. . . .

Source: Upton Sinclair, *The Jungle*, 1906

- 1 Based on this document, state **two** effects of poor working conditions in this factory. [2]

(1) \_\_\_\_\_

\_\_\_\_\_

Score

(2) \_\_\_\_\_

\_\_\_\_\_

Score

## Document 2

. . . In just one week a scandalized public had snapped up some 25,000 copies of *The Jungle*. Almost all of those readers missed the socialist message. Sinclair had hoped to draw their attention to “the conditions under which toilers [workers] get their bread.” The public had responded instead to the disclosures about corrupt federal meat inspectors, unsanitary slaughter houses, tubercular cattle, and the packers’ unscrupulous [unethical] business practices.

One of the most outraged readers was President Theodore Roosevelt. Few politicians have ever been as well-informed as TR, who devoured books at over 1,500 words per minute, published works of history, and corresponded regularly with leading business, academic, and public figures. Roosevelt recognized immediately that the public would expect government at some level—local, state, or federal—to clean up the meat industry. He invited Sinclair for a talk at the White House, and though he dismissed the writer’s “pathetic belief” in socialism, he promised that “the specific evils you point out shall, if their existence be proved, and if I have the power, be eradicated [eliminated].”

Roosevelt kept his promise. With the help of allies in Congress, he quickly brought out a new bill, along with the proverbial [well-known] big stick. Only four months later, on June 30, he signed into law a Meat Inspection Act that banned the packers from using any unhealthy dyes, chemical preservatives, or adulterants. The bill provided \$3 million toward a new, tougher inspection system, where government inspectors could be on hand day or night to condemn animals unfit for human consumption. Senator Albert Beveridge of Indiana, Roosevelt’s progressive ally in Congress, gave the president credit for the new bill. “It is chiefly to him that we owe the fact that we will get as excellent a bill as we will have,” he told reporters. Once again, Americans could put canned meats and sausages on the dinner table and eat happily ever after. Or so it would seem. . . .

Source: James Davidson and Mark Lytle, *After the Fact: The Art of Historical Detection*, Alfred A. Knopf

- 2 According to this document, what action did President Theodore Roosevelt take to keep his promise to Upton Sinclair? [1]

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Score

### Document 3a

. . . During the same winter three boys from a Hull-House club were injured at one machine in a neighboring factory for lack of a guard which would have cost but a few dollars. When the injury of one of these boys resulted in his death, we felt quite sure that the owners of the factory would share our horror and remorse, and that they would do everything possible to prevent the recurrence of such a tragedy. To our surprise they did nothing whatever, and I made my first acquaintance then with those pathetic documents signed by the parents of working children, that they will make no claim for damages resulting from “carelessness.”

The visits we made in the neighborhood constantly discovered women sewing upon sweatshop work, and often they were assisted by incredibly small children. I remember a little girl of four who pulled out basting threads hour after hour, sitting on a stool at the feet of her Bohemian mother, a little bunch of human misery. But even for that there was no legal redress [remedy], for the only child-labor law in Illinois, with any provision for enforcement, had been secured [achieved] by the coal miners’ unions, and was confined to children employed in mines. . . .

There was at that time no statistical information on Chicago industrial conditions, and Mrs. Florence Kelley, an early resident of Hull-House, suggested to the Illinois State Bureau of Labor that they investigate the sweating system [sweatshops] in Chicago with its attendant [use of] child labor. The head of the Bureau adopted this suggestion and engaged Mrs. Kelley to make the investigation. When the report was presented to the Illinois Legislature, a special committee was appointed to look into the Chicago conditions. I well recall that on the Sunday the members of this commission came to dine at Hull-House, our hopes ran high, and we believed that at last some of the worst ills under which our neighbors were suffering would be brought to an end. . . .

Source: Jane Addams, *Twenty Years at Hull-House with Autobiographical Notes*, MacMillan, 1912

3a Based on this document, identify **one** social problem Jane Addams wanted to reform. [1]

Score

### Document 3b

#### First Factory Law of Illinois

##### FACTORIES AND WORKSHOPS

. . . 4. Children under 14 years of age prohibited from being employed in any manufacturing establishment, factory or work shop in the state. Register of children under 16 years shall be kept. The employment of children between ages of 14 and 16 years prohibited unless an affidavit by the parent or guardian shall first be filed in which shall be stated the age date and place of birth. Certificates of physical health may be demanded by the inspectors. . . .

Source: “Factories and Workshops,” *Laws of the State of Illinois*, Thirty-Eighth General Assembly, 1893

b Based on this document, state **one** provision of the Illinois factory law. [1]

Score

**Document 4**

<b>State Actions Affecting Working Conditions</b>	
<b>1911</b>	Recommendations of Illinois Commission on Occupational Disease (1909) result in Illinois Occupational Disease Act (ventilation, sanitation, fumes, temperature)
<b>1911</b>	Wisconsin becomes first state to pass workman's compensation legislation
<b>1911</b>	Wisconsin legislature limits hours of labor for women and children
<b>1911–1915</b>	Recommendations of New York State Factory Investigating Commission result in dozens of new laws creating healthier and safer factory working conditions during New York's "golden era in remedial factory legislation"
<b>1912</b>	New York State Factory Investigating Commission requires automatic sprinklers for all floors above seventh floor of buildings; broadens regulation and inspection of workplace safety (fire escapes, safe gas jets, fireproof receptacles, escape routes, fire drills)
<b>1912</b>	Massachusetts passes first state minimum wage law
<b>1913</b>	Oregon law requires payment of overtime for workers in mills or factories (over ten hours a day)

4 Based on this document, identify **two** examples of how a state action resulted in the improvement of working conditions. [2]

(1) \_\_\_\_\_

\_\_\_\_\_

Score

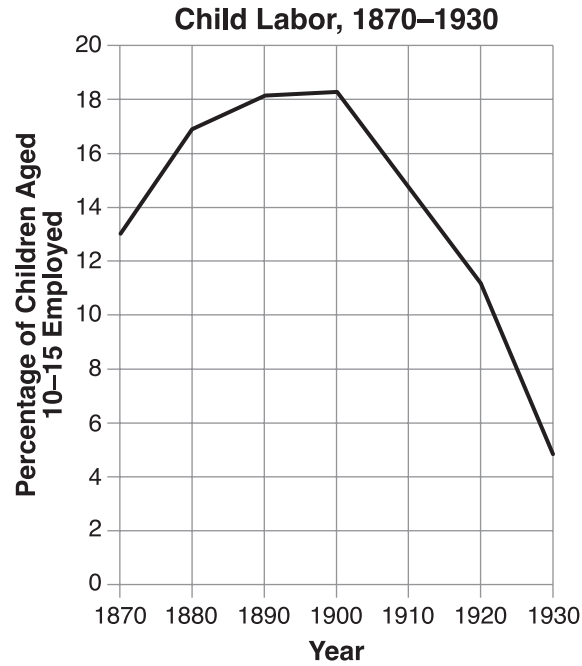
(2) \_\_\_\_\_

\_\_\_\_\_

Score



Document 5



Source: United States Bureau of the Census  
(adapted)

5 Based on this graph, how did the use of child labor change between 1900 and 1920? [1]

---

---

Score

Document 6a

Bosses of the Senate



Source: Joseph J. Keppler, *Puck*, 1889 (adapted)

Document 6b

... The Senate of the United States shall be composed of two Senators from each State, elected by the people thereof, for six years; and each Senator shall have one vote. The electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State legislatures. . . .

— 17th Amendment, Section 1, 1913

6 State **one** way the 17th amendment addressed the concern expressed in the cartoon. [1]

Score

## Document 7

. . . Indeed, the growth of fundamental democracy in this country is astonishing. Thirty years ago the secret ballot was regarded as a passing craze by professional politicians. Twenty years ago it was a vital issue in nearly every American state. To-day the secret ballot is universal in American politics. Ten years ago the direct primary was the subject of an academic discussion in the University of Michigan by a young man named La Follette of Wisconsin. Now it is in active operation in over two-thirds of our American states, and over half of the American people use the direct primary as a weapon of self-government. Five years ago the recall was a piece of freak legislation in Oregon. To-day more American citizens are living under laws giving them the power of recall than were living under the secret ballot when [President] Garfield came to the White House, and many times more people have the power to recall certain public officers to-day than had the advantages of the direct primary form of party nominations when [President] Theodore Roosevelt came to Washington. The referendum is only five years behind the primary. Prophecy with these facts before one becomes something more than a rash guess. [With these facts in mind, predicting the future becomes something more than rash guessing.] . . .

Source: William Allen White, *The Old Order Changeth*, Macmillan, 1910

7 According to William Allen White, what were **two** reforms the Progressives supported to expand democracy? [2]

(1) \_\_\_\_\_

Score

(2) \_\_\_\_\_

Score

**Document 8**

. . . Women compose one-half of the human race. In the last forty years, women in gradually increasing numbers have been compelled to leave the home and enter the factory and workshop. Over seven million women are so employed and the remainder of the sex are employed largely in domestic services. A full half of the work of the world is done by women. A careful study of the matter has demonstrated the vital fact that these working women receive a smaller wage for equal work than men do and that the smaller wage and harder conditions imposed on the woman worker are due to the lack of the ballot. . . .

The great doctrine of the American Republic that “*all governments derive their just powers from the consent of the governed,*” justifies the plea of one-half of the people, the women, to exercise the suffrage. The doctrine of the American Revolutionary War that taxation without representation is unendurable [intolerable], justifies women in exercising the suffrage. One great advantage, however, of the suffrage is in raising women to a position of greater honor and dignity so that the children of the land shall show and feel greater reverence and honor for their mothers, and that the mothers may teach the elementary principles of good government while they are teaching them good manners, morality and religion. . . .

Source: Senator Robert Owen, Speech, 1910

8 Based on this document, state **two** reasons for giving women the right to vote. [2]

(1) \_\_\_\_\_

Score

(2) \_\_\_\_\_

Score

## Part B

### Essay

*Directions:* Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from at least **five** documents in the body of the essay. Support your response with relevant facts, examples, and details. Include additional outside information.

#### Historical Context:

During the late 1800s and early 1900s, Progressive reformers worked to improve American society. Their goals included **protecting consumers**, **regulating child labor**, **improving working conditions**, and **expanding democracy**.

**Task:** Using information from the documents and your knowledge of United States history, write an essay in which you

- Choose **three** goals mentioned in the historical context and for **each**
- Discuss the conditions that led Progressive reformers to address the goal
  - Discuss the extent to which the goal was achieved

#### Guidelines:

**In your essay, be sure to:**

- Develop all aspects of the task
- Incorporate information from *at least five* documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and conclusion that are beyond a restatement of the theme



The University of the State of New York

Part I

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Thursday, January 27, 2005 — 1:15 to 4:15 p.m., only

ANSWER SHEET

Male

Female

Student
Teacher
School

Write your answers for Part I on this answer sheet, write your answers to Part III A in the test booklet, and write your answers for Parts II and III B in the separate essay booklet.

FOR TEACHER USE ONLY

Part I Score

Part III A Score

Total Part I and III A Score

Part II Essay Score

Part III B Essay Score

Total Essay Score

Final Score (obtained from conversion chart)

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

No. Right

The declaration below should be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Signature

# REGENTS IN U.S. HISTORY AND GOVERNMENT

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Tear Here



# FOR TEACHERS ONLY

The University of the State of New York

## REGENTS HIGH SCHOOL EXAMINATION

# UNITED STATES HISTORY AND GOVERNMENT

Thursday, January 27, 2005 — 1:15 to 4:15 p.m., only

## SCORING KEY AND RATING GUIDE

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 <http://www.emsc.nysed.gov/osa/> and select the link "Examination Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and at least one more time before the final scores for the examination are recorded.

### Contents of the Rating Guide

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

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

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

- A question-specific rubric

### Mechanics of Rating

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

United States History  
and Government  
January 27, 2005

### Part I

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

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The University of the State of New York  
THE STATE EDUCATION DEPARTMENT  
Albany, New York 12234

## Scoring the Part I Multiple-Choice Questions

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

## Rating the Essay Questions

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

### *Introduction to the task—*

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

### *Introduction to the rubric and anchor papers—*

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

### *Practice scoring individually—*

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

- (2) When actual rating begins, each rater should record his or her individual rating for a student's essay on the rating sheet provided, *not* directly on the student's essay or answer sheet. The rater should *not* correct the student's work by making insertions or changes of any kind.
- (3) Each essay must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point.

## Rating the Scaffold (open-ended) Questions

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

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

**United States History and Government**  
**Content –Specific Rubric**  
**Thematic Essay—January 2005**

**Theme: Foreign Policy**

Since 1900, United States foreign policy actions have often been based on national self-interest. These actions have had immediate and long-term results.

**Task:** Identify *two* important United States foreign policy actions **since 1900** and for *each*

- Discuss the historical circumstances surrounding the action
- Discuss *one* immediate **or** *one* long-term result of the action
- Evaluate the extent to which the action promoted the nation’s self-interest

You may use any important foreign policy action since 1900 from your study of United States history. Some suggestions you might wish to consider include Theodore Roosevelt’s Corollary to the Monroe Doctrine (1904), Woodrow Wilson’s Fourteen Points (1918), the Lend-Lease Act (1941), the Marshall Plan (1947), the blockade of Cuba (1962), the Strategic Arms Limitation Talks (SALT) agreements (1972), and the Persian Gulf War (1991).

**Scoring Note:** This thematic essay has a minimum of *six* components (*three* aspects [the historical circumstances, a result, and the extent of promotion of self-interest] for each of *two* foreign policy actions).

**Score of 5:**

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances surrounding *two* important United States foreign policy actions since 1900, discussing an immediate *or* a long-term result of each action, and evaluating the extent to which each action promoted the nation’s self-interest
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., for *Theodore Roosevelt’s Corollary to the Monroe Doctrine*, a response might state that as a result of this policy, the United States has continued to have a presence in Latin America, maintaining a base at Guantánamo, Cuba; helped overthrow a government in Guatemala that threatened United States-owned businesses; sent troops to intervene in the Dominican Republic, Granada, and Panama; *and/or* has extradited drug lords from Venezuela and Columbia
- Richly supports the theme with relevant facts, examples, and details, e.g., for *Theodore Roosevelt’s Corollary to the Monroe Doctrine*, details might include the European threat to collect debts in Venezuela; Roosevelt’s fear that European intervention in Latin American countries would threaten United States economic interests there; Latin America has become resentful over repeated United States intervention in Nicaragua and other nations; *and/or* the dominant trading partner with Latin American nations is still the United States
- 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 unevenly by discussing two aspects of the task more thoroughly than a third aspect for both foreign policies *or* discussing all three aspects of the task for one foreign policy action more thoroughly than for the other foreign policy action
- Is both descriptive and analytical (applies, analyzes, evaluates, and/ or creates information), e.g., for the *Persian Gulf War*, the response might state that the United States economic status was threatened by the possible loss of crude oil importation *or* that the war ensured the continued access to oil production and kept the price of oil down for several years
- 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

**Note:** At score levels 5 and 4, all **six** components of the task should be developed.

*Holistic Scoring Reminder:* This note applies only to the evaluation of Bullet 1.

#### Score of 3:

- Develops all aspects of the task with little depth *or* develops most 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:** At score level 3, *at least four* components should be developed in some depth. **Exception:** When the information in an incomplete response meets level 5 criteria, *at least three* components should be developed evenly and in depth.

*Holistic Scoring Reminder:* This note applies only to the evaluation of Bullet 1.

#### Score of 2:

- Minimally develops all aspects of the task *or* develops some 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

**Note:** At score level 2, *at least three* components should be developed in some depth.

*Holistic Scoring Reminder:* This note applies only to the evaluation of Bullet 1.

#### 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

Historically all United States Foreign Policy has in some way benefited the U.S. At times intervention was needed on the United State's part to protect the Nation from attack. At other times the benefit hasn't always been clear or immediate in coming to the surface, but make no mistake every action by the United States in the area of foreign policy has reflected its personal interests.

In 1962 the cold war, which was a period of heightened tension between the USA and the U.S.S.R, the two world superpowers, was heating up. The U.S.S.R was attempting to build launch pads and outfit them with nuclear missiles on the island of Cuba. This would give the U.S.S.R first strike capabilities in the event nuclear war broke out. The president at the time JFK seeing the danger that this represented to the U.S demanded that the U.S.S.R remove the missiles. In classic cold war style the U.S.S.R tested the nerve of the U.S by continuing construction of the launch pads. JFK then ordered a blockade of Cuba to stop any U.S.S.R ships attempting to enter Cuban waters. The blockade worked and the U.S.S.R ships backed but U.S.S.R missiles were still in Cuba. To resolve this JFK made a secret

agreement with the U.S.S.R to remove American missiles in Turkey in exchange for the Soviet Union to remove their missiles in Cuba. The U.S.S.R agreed and removed their missiles in Cuba and the Cuban missile crisis was solved. In this case the U.S took an active role in world affairs to protect itself. These events kept the cold war cold until the fall of U.S.S.R in 1991. In 1991 the U.S, with the assistance of a coalition it created in the UN, entered into the Gulf war. This time the U.S acted to support an ally and to strengthen its ties with oil rich Kuwait. The cause for involvement was Iraq invading Kuwait. Losing oil from Kuwait might weaken the U.S economy because the U.S imports most of its oil. The war was a success the the U.S and its allies drove the Republican Guard of Iraq out of Kuwait, and contained Saddam Hussein in Iraq. Kuwait now saw the U.S as Heros and an ally. To prevent further threats from Iraq, The U.N. placed sanctions on it. The U.S. now had a more secure oil supply.

In conclusion these two actions the U.S took on foreign policy greatly helped the nation. We entered the blockade of Cuba to protect the nation from attack. We entered the Gulf war in 1991 to open new markets and make an ally in the middle east. Both events helped immediately and long term in the U.S's interest.

## Anchor Level 5-A

### The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances surrounding the blockade of Cuba and the Persian Gulf War, discussing the immediate and the long-term results of these actions, and evaluating the extent to which these actions promoted the nation's self-interest
- Is more analytical than descriptive (*blockade of Cuba*: this would give the USSR first strike capabilities in the event nuclear war broke out; in classic Cold War style, the USSR tested the nerve of the United States by continuing construction of the launch pads; these events kept the Cold War cold until the fall of USSR in 1991; *Persian Gulf War*: this time the United States acted to support an ally and to strengthen its ties with oil-rich Kuwait; losing oil from Kuwait might weaken the United States economy because the United States oil imports most of its oil; Kuwait now saw the United States as heroes and an ally)
- Richly supports the theme with relevant facts, examples, and details (*blockade of Cuba*: in 1962 the Cold War, which was a period of heightened tension between the USA and the USSR, was heating up; the USSR was attempting to build launch pads and outfit them with nuclear missiles on the island of Cuba; JFK then ordered a blockade of Cuba to stop any USSR ships attempting to enter Cuban waters; *Persian Gulf War*: in 1991 the United States, with the assistance of a coalition it created in the UN, entered into the Gulf War; the cause for involvement was Iraq invading Kuwait; the United States and its allies drove the Republican Guard of Iraq out of Kuwait and contained Saddam Hussein in Iraq)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 5. All components of the task are thoroughly addressed. The response contains good analysis and detailed information. Although numerous misspellings occur throughout the response, they do not interfere with the comprehension of the writing.

Foreign policy for any sovereign state holds that state's welfare in principal and in effect. The United States's foreign policies in the past and present are no different. They are based around keeping the United States' interests safe while attempting to appease the demands of our allies. Two foreign policy actions that have demonstrated this are the Roosevelt Corollary to the Monroe Doctrine of 1904 and the Marshall Plan of 1947.

The Roosevelt Corollary to the Monroe Doctrine expands upon President James Monroe's statement that the western hemisphere is closed to further European colonization by saying that any matters of finance between European powers and Latin American nations were to be handled by the U.S. Roosevelt stated this policy because Latin American nations owed money to several European nations. The Roosevelt Corollary was to prevent the European nations seizing control of the Latin American nations that owed money



to them, thus protecting markets for American products and American companies operations there, notably those of Koke and the American Fruit Company. A long-term consequence of this policy was that American military forces were present in countries such as Nicaragua, El Salvador and Venezuela for many years. That presence bred animosity among South Americans and hindered these countries progress.

Another foreign policy issue was the Marshall Plan of 1947. This plan offered American funds to the war-ravaged countries of Europe, including the U.S.S.R. and her satellites, to help them rebuild after WWII. Our nation's ulterior motive in this plan was to show the power of capitalist democracy, and to prevent damaged Western European nations from being overrun by communism. A long term effect was increasing bitterness between the U.S. and the U.S.S.R., who didn't allow her satellites to collect money. A long term positive benefit was the reconstruction of Western European economies, allowing U.S. trade to expand.

The policies are simply in a long line of self-forwarding actions by our nation. This is one reason that international diplomacy is so dynamic.

## Anchor Level 5-B

### **The response:**

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances surrounding Roosevelt's Corollary to the Monroe Doctrine and the Marshall Plan, discussing the immediate and the long-term results of these actions, and evaluating the extent to which these actions promoted the nation's self-interest
- Is more analytical than descriptive (*Roosevelt's Corollary to the Monroe Doctrine*: Roosevelt started this policy because Latin American nations owed money to several European nations; prevent European nations seizing control of Latin American nations, thus protecting markets for American products and American companies; a long-term consequence of this policy was that American military forces were present in countries such as Nicaragua, El Salvador, and Venezuela for many years; *Marshall Plan*: our nation's ulterior motive in this plan was to show the power of capitalist democracy and to prevent damaged Western European nations from being overrun by communism; a long-term effect was increasing bitterness between the United States and the USSR; a long-term positive was the reconstruction of Western European economies allowing United States trade to expand)
- Richly supports the theme with relevant facts, examples, and details (*Roosevelt's Corollary to the Monroe Doctrine*: expands upon President James Monroe's statement that the Western Hemisphere is closed to further European colonization; Dole and the American Fruit Company; *Marshall Plan*: this plan offered American funds to the war-ravaged countries of Europe, including the USSR and her satellites, to help them rebuild after World War II; the USSR didn't allow her satellites to collect money)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 5. The response contains much good analysis and detailed information to develop all components of the task thoroughly.

It is obvious that America's domestic policies would reflect the sole interest of the United States, but America's foreign policies do the same. Since 1900, events, such as Wilson's Fourteen Points and the Marshall Plan, illustrate the self-interest of the United States. However, the results of these actions may or may not reflect ~~the hope of the~~ those hoped of by the United States government.

Woodrow Wilson's Fourteen Points presented in 1918, reflect the selfish interests of the United States combined with interest for other nations. In the beginning of World War I (1914-1918), America proclaimed neutrality so as not to become directly involved in the war's combat. However, the attacks by German U-boats on the Lusitania and the Sussex reveal Germany's anger that the United States was trading more with Britain. Although the U.S. stated it was neutral, the ~~economic profits~~ government supported the Allies more by having a more exclusive trade with Britain for economic profit. Wilson's Fourteen Points at the end of the war further illustrate the United

State's selfish interest while combining it with profits for other nations. Unwilling to enter another war due to the damage caused by World War I (deaths, economic requirements), the United States wanted to avoid any more wars. Wilson's plan did call for the autonomy of nations that were freed from German and Austrian domination, but this diplomatic move also placed the U.S. in a positive light. The plan for a League of Nations reflected self-interest to avoid war by making more allies.

As a result of Wilson's Fourteen Points, many nations joined the League of Nations. However, the U.S. did not join because the Senate did not ratify the agreement, illustrating that the ~~the~~ goal of the U.S. was not attained. The Fourteen Points were intended to provide America with many ~~of~~ guards against war. However, the League of Nations failed (letting down the other countries that joined) because the United States was once again concerned for itself and did not join because it would not properly benefit it.

The Marshall Plan presented in 1947 also illustrates

the U.S. self-interest while helping others. After the devastating effects of World War II, the United States offered aid to <sup>European</sup> countries destroyed by the war. Although this benefited European countries in the rebuilding of their governments and economies, the Marshall Plan was also intended to fight Communism. After the start of the Cold War in 1945, the United States and the Soviet Union competed as superpowers. The intent of the U.S. was to gain more support abroad so that its democratic ideals would be accepted more than communism.

As a result, more countries supported the United States and in 1991 the Soviet Union ~~fell~~ <sup>collapsed</sup> and Communism declined in the USSR's former satellites. Although the effect was positive, the U.S. displayed communism as an evil because it wanted its ideals of democracy to power it was the most powerful of the superpowers.

In both cases, the self-interest of the United States was masked by consideration for other nations. The Fourteen Points provided a forum for autonomy and international peace because the United States wanted to avoid war at all costs. The Marshall

Plan offered aid to <sup>weak</sup> European countries so that they would not become communism and join the Soviet block against the United States. Although the outcomes varied as to whether the United States prospered from the foreign policy, America made decisions according to the best interest of America.

**Anchor Level 4-A**

**The response:**

- Develops all aspects of the task but does so somewhat unevenly, discussing the three aspects for Woodrow Wilson's Fourteen Points more thoroughly than for the Marshall Plan
- Is both descriptive and analytical (*Woodrow Wilson's Fourteen Points*: in the beginning of World War I, America proclaimed neutrality so as not to become directly involved in the war's combat; Wilson's plan did call for the autonomy of nations; this diplomatic move also placed the United States in a positive light; the goal of the United States was not attained; *Marshall Plan*: the Marshall Plan was intended to fight communism; the United States and the Soviet Union competed as superpowers)
- Supports the theme with relevant facts, examples, and details (*Woodrow Wilson's Fourteen Points*: the attacks by German U-boats on the Lusitania and the Sussex; the government supported the Allies by having a more exclusive trade with Britain; *Marshall Plan*: the United States offered aid to European countries destroyed by the war)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 4. The discussion of Woodrow Wilson's Fourteen Points contains more analysis and detailed information than that of the Marshall Plan. The conclusion is more insightful than the introduction.

The United States foreign policy actions and involvement with other nations has often been to help the United States. The United States has taken action which will benefit itself which often results in immediate or long-term consequences. An important United States foreign policy action with long-term results was involvement in the Vietnam War. Another action that took place to help the United States was President Richard Nixon's trip to Beijing, China. Both of these foreign affairs were aimed to benefit the United States and resulted in long-term and immediate effects.

One important foreign policy action was the United States' involvement in the Vietnam War. The "Domino Theory" was a threatening idea which meant if Vietnam fell to communism, then the rest of the Southeast Asian countries would. The United States began the policy of containment to stop the spread of communism. America fought in a long war with no clear conclusion. One of the long-term results of the war was that American citizens began to doubt United States involvement in other nations. Citizens felt the United States shouldn't be trying to solve problems in other nations. The value of the involvement in Vietnam was substantial. Communism spread to other nations but it

did not spread to the United States. The United States self-interest of keeping communism from spreading to other countries that could threaten the United States was successful.

Another important United States foreign policy action was President Nixon's trip to China to better the relationship between the countries. The United States never had recognized the Chinese Communist Government since it had taken over. President Richard Nixon traveled to Beijing and tried to better the relations between the two countries. He traveled around the country, visited national landmarks like the Great Wall, and met with officials. An immediate result of the action was that the United States and China made an agreement to not pursue or take military action in the Pacific.

The action promoted the nation's self-interest in keeping good relations with a country it had isolated away. The countries also agreed to not occupy territory in the Pacific Ocean. President Nixon's trip to China was significant in maintaining the nation's self-interest.

The United States has often become involved in foreign affairs which are important to maintaining its own success and interest. The Vietnam War was fought to try to prevent the spread of communism.



President Nixon visited China for the first time to try to maintain relations with a country that had been alienated because of communism. The Vietnam War left Americans questioning the United States role in foreign affairs. Nixon's trip improved the relationship between China and the United States. The United States has mainly taken part in foreign actions that only helps in the improvement of itself.

**Anchor Level 4-B**

**The response:**

- Develops all aspects of the task but does so somewhat unevenly, discussing the three aspects for Nixon's trip to China more thoroughly than for the Vietnam War
- Is more descriptive than analytical (*Vietnam War*: one of the long-term results of the war was that American citizens began to doubt United States involvement in other nations; the "domino theory" was a threatening idea, which meant if Vietnam fell to communism, then the rest of the Southeast Asian countries would; the United States began the policy of containment to stop the spread of communism; *Nixon's trip to China*: the United States never had recognized the Chinese Communist Government since it had taken over; President Richard Nixon traveled to Beijing and tried to better the relations between the two countries; an immediate result of the action was that the United States and China made an agreement to not pursue or take military action in the Pacific)
- Supports the theme with relevant facts, examples, and details (*Vietnam War*: America fought in a long war; communism spread to other nations; *Nixon's trip to China*: he traveled around the country, visited national landmarks like the Great Wall, and met with officials; keeping good relations with a country it had isolated away)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Conclusion:** Overall, the response best fits the criteria for Level 4. Although the response tends to be more descriptive than analytical, much relevant detailed information is used to develop all components of the task.

Throughout our nations history we have been faced with dealing with our international neighbors. It has, however changed its role in the world. At the beginning of In the early years of the country we were not nearly as strong as England or France, we were playing the role of a still developing country. As the years progressed however, the United States has grown strong and takes it upon ourselves to protect weaker countries from any sort of invasion or overthrow that would be detrimental to our economic or political status.

In the years of the first President Bush, the United States was faced with the issue of Iraq taking over its neighboring country Kuwait and its oil resources. The United States, being one of the largest crude oil consumers in the world, saw this as a threat to our economic status. An immediate effect of this action is the mobilization of American and coalition forces to the Middle East to free Kuwait and protect valuable oil wells. Bringing the U.S. into war with Iraq, kept oil prices at bay when Kuwait was freed. This clearly was in our self-interest. A long term effect of this action ~~is~~ was a long term rivalry between the two countries and the U.S.'s constant suspicion of weapons of mass destruction in Iraq.

A second and ~~early~~ earlier action by the United States was Teddy Roosevelt's Corollary to the Monroe Doctrine.

In the early twentieth century, Latin America was just like the United States in the late eighteenth century, a group of developing nations. TRR proclaimed that Latin America would fall under the protection of the United States and ~~to~~ would prevent any other country from colonizing or any uprising within the country would be stopped.

One immediate and long term effect of the Corollary was an ever present U.S. troops presence in Latin America. This led to a distrust of U.S. motives in Latin America. This action promoted U.S. self-interest by protecting U.S. businesses who had invested in Latin American countries. American business investments continued to grow and profits were made.

America has proclaimed itself the protector of the "little man" in international affairs but it's not usually because the ~~govt~~ government was being nice it usually had a economic interest in the international affair and it will always be the same, ~~in America~~

## Anchor Level 4-C

### **The response:**

- Develops all aspects of the task with some depth for the Persian Gulf War and for Roosevelt's Corollary
- Is more analytical than descriptive (*Persian Gulf War*: United States, being one of the largest crude oil consumers in the world, saw this as a threat to our economic status; bringing the United States into war with Iraq kept oil prices at bay; a long-term rivalry between the two countries and the United States constant suspicion of weapons of mass destruction in Iraq; *Roosevelt's Corollary*: in the early twentieth century, Latin America was just like the United States in the late eighteenth century; this led to a distrust of United States motives in Latin America; America as the protector of the "little man" is not usually because the government was being nice, it usually had a economic interest in the international affair)
- Supports the theme with relevant facts, examples, and details (*Persian Gulf War*: Iraq taking over its neighboring country Kuwait and its oil resources; the mobilization of American and coalition forces to the Middle East to free Kuwait; *Roosevelt's Corollary*: proclaimed that Latin America would fall under the protection of the United States; prevent any other country from colonizing or any uprising within the country would be stopped)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are well beyond a restatement of the theme

**Conclusion:** Overall, the response best fits the criteria for Level 4. The strong introduction contains good analysis, connecting the level of economic development of the United States with its foreign policy actions. The response, however, contains limited detailed information.

Since the 1900's, the United States foreign policy actions have often been based on national self-interest. These actions have had immediate or long term results. Theodore Roosevelt's Corollary to the Monroe Doctrine and Woodrow Wilson's Fourteen Points are two important U.S. foreign policy actions that have had results and were done for national self-interest.

Roosevelt's Corollary to the Monroe Doctrine told all European countries to stay away from and out of the Western hemisphere. Several European countries threatened Latin American countries. The United States then began to keep an eye on the finances of Latin American nations. One long term effect of this was that Central and South American countries and people became very bitter towards the U.S. because they believed they were being too controlled by the U.S. They felt the U.S. had too much interference in their business and that they were trying to control them. The bitterness and opposition to American interference obviously had negative effects. This action promoted the nation's self-interest because now without European interference in Central and South America, the U.S. could have complete authority and influence in these areas. The U.S. could now get involved in the business and

affairs of South American countries under the guise of protecting them, and have all the benefits that this would provide. The U.S.'s interference and investment in the Central and South American countries benefitted them, so keeping everyone else out was definitely an action for national self-interest.

Woodrow Wilson's Fourteen Points in 1918 were a list of things that countries could do to keep peace and recover after the war. Wilson wanted to start the League of Nations also under these points, to provide a way to work out disagreements between countries other than war. These Fourteen Points resulted in a bringing up of the idea, but not to much else. The Points were denied and nothing was done immediately to act on them, but the idea had been placed. The League of Nations was established, due in part to Wilson's coming up with the idea. Woodrow Wilson's Fourteen Points was a foreign policy action taken in part for national self interest, but also in part for the good of everyone. If the Fourteen Points had been followed through with, the U.S. would have been the country with the power, control and title of being the country to come up with the idea, so it would have somewhat promoted self-interest. This was not

the main reason for the action though, Wilson wanted to help everyone, to promote peace, and find a better way to work out disagreements so no one would be negatively affected by such a horrible war again. He thought the League of Nations would benefit the U.S., but not everyone agreed.

The ~~Corollary~~ Corollary to the Monroe Doctrine and The Fourteen Points were two U.S. foreign policy actions that had short or long term effects and were done to some extent to promote national self-interest.

#### Anchor Level 3-A

##### The response:

- Develops all aspects of the task but does so somewhat unevenly, discussing Roosevelt's Corollary more thoroughly than Wilson's Fourteen Points
- Contains both descriptive and analytical statements (*Roosevelt's Corollary*: one long-term effect of this was that Central and South American countries and people became very bitter towards the United States because they believed they were being too controlled by the United States; they felt the United States had too much interference in their business; *Wilson's Fourteen Points*: was a foreign policy action taken in part for national self-interest, but also in part for the good of everyone; if the Fourteen Points had been followed through, the United States would have been the country with the power)
- Includes some relevant facts, examples, and details (*Roosevelt's Corollary*: the Monroe Doctrine told all European countries to stay away from and out of the Western Hemisphere; several European countries threatened Latin American countries; the United States then began to keep an eye on the finances of Latin American nations; *Wilson's Fourteen Points*: were a list of things that countries could do to keep peace and recover after the war; Wilson wanted to start the League of Nations also under these points, to provide a way to work out disagreements between countries other than war)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that merely restate the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. Some detailed information and analysis in the development of Roosevelt's Corollary to the Monroe Doctrine is presented, but the historical background is weak. Although all aspects of the task for Wilson's Fourteen Points are addressed, the response demonstrates some misunderstanding of the Fourteen Points and the League of Nations.

Since the 1900's, the U.S has had many foreign policies. Two foreign policies that had a result on the U.S were Lend Lease Act (1941) and the ~~Masha~~ Marshall Plan (1947).

During the 1940's the rest of the world was in turmoil <sup>fighting W.W II</sup> while the U.S minded it's business and stayed neutral. This U.S remained neutral until Pres. F.D.R made the Lend Lease Act (1941). This Act was created to help ~~be~~ Great Britain out during W.W II.

This was the first time the U.S got involved in the war, before the U.S actually fought in the war. As a result of this Lend Lease Act Britain got weapons and money to hold on and not loose the war to <sup>the</sup> Germans.

This promoted that the nation's self-interest because ~~people~~ if the Germans beat Britain, the entire ~~sa~~ continent of Europe would be under control of Hitler; then the U.S would ~~be~~ eventually be next. Eventually, the U.S enters W.W II and wins the war, which leads to containment and the Marshall Plan (1947)

The Marshall Plan (1947) was made by General George Marshall und Pres. Truman. This plan was suppose to stop countries from converting to the Russian ~~U.S~~ Soviet Union's economic plan of communism.



It was important ~~because~~ <sup>for</sup> ~~any~~ <sup>the</sup> U.S. to national self interest because if all economical weak countries were to fall to communism the U.S. would be all alone. The Plan was ment to give money to countries to began there own financial plan. This \$ plan worked and as a result West Western Europe didn't turn Communist and was ~~reb~~ economically rebuilt; Billions of U.S dollars ~~were~~ was given to stop the spread of communism.

These two foreign policies promoted the nation's self interest to help the allies (Great Britain) out during W.W. II and stop the spread ~~of~~ of communism during the Cold War. ~~The rest of the world did~~ As a long-term result the rest of the world didn't fall under the control of Hitler ~~er~~ and communism.

### Anchor Level 3-B

**The response:**

- Develops all aspects of the task with little depth for the Lend-Lease Act and for the Marshall Plan
- Is more descriptive than analytical (*Lend-Lease Act*: this promoted the nation’s self-interest because if the Germans beat Britain, the entire continent of Europe would be under control of Hitler, then the United States would eventually be next; *Marshall Plan*: it was important for the United States national self-interest because if all economically weak countries were to fall to communism the United States would be all alone)
- Includes some relevant facts, examples, and details (*Lend-Lease Act*: during the 1940s, the rest of the world was in turmoil fighting World War II while the United States minded its business and stayed neutral; as a result of the Lend Lease Act Britain got weapons and money to hold on and not lose the war; *Marshall Plan*: this plan was supposed to stop countries from converting to the Soviet Union’s economic plan of communism; General George Marshall; President Truman; as a result Western Europe didn’t turn communist and was economically rebuilt); includes some inaccuracies (*Lend Lease Act*: the United States remained neutral until President F.D.R. made the Lend Lease Act; this was the first time the United States got involved in the war before the United States actually fought in the war)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that states long-term results of both foreign policies discussed

**Conclusion:** Overall, the response best fits the criteria for Level 3. The response demonstrates understanding of the “big ideas” of the Lend-Lease Act and the Marshall Plan but uses description rather than analysis. The link between the Lend Lease Act and the Marshall Plan is very effective. The spelling and syntax errors do not detract from the comprehension of this response.

The United States has always acted, in issues of foreign policy, for the national self interest. This has become a noticeable trait to which the U.S. has conducted itself since World War II. The U.S. has made crucial foreign policy decisions in the dropping of the atomic bomb in Hiroshima in 1945 and the signing of the Marshall Plan in 1947.

On December 7, 1941, Japan attacked a U.S. naval base at Pearl Harbor in Hawaii, killing thousands of U.S. soldiers in what was at the time the worst tragedy in our history. The attack on Pearl Harbor sent the U.S. into World War II to not only stop the control of Europe by Germany & Italy, but to also seek retribution from Japan, who was with the Axis. By 1945, the war was nearly over. Germany and Italy were defeated, but Japan still remained a threat. In order to win the war, President Harry Truman had to make a crucial decision about how to obtain a victory over Japan. The decision was to either order a full scale invasion of Japan, with a possible high death count on our side, or to drop the newly created atomic bomb on Japan. In a landmark decision, President Truman ordered the first atomic bomb dropped on the city of Hiroshima, Japan in August of 1945. The short term effect of this decision was that the bomb dropping led to Japan's surrender and the end of WWII. The long term effect of this decision was that the entire world became aware of what are now Weapons of Mass Destruction. Because of the dropping, the attack on Pearl Harbor was avenged.

After World War II, Europe was a complete mess. WWII left Europe socially and economically weak and in danger of being taken over by the Soviet Union. The U.S. was determined to keep the Communist Soviet Union contained to where they originally were. In 1947, the U.S.

instituted the Marshall Plan. The Marshall Plan was an economic aid package to European countries in need of assistance. The immediate impact of the plan was that the plan provided aid to help stabilize Europe. The long term effect of the plan was that the plan carried out what the U.S. wanted it to do, contain the Soviet Union.

To conclude, acts of foreign policy by the U.S. are based on the national self interests. The dropping of the atomic bomb on Hiroshima ~~provided~~ was marked as retribution for the attack on Pearl Harbor by Japan. The Marshall Plan provided economic aid to Europe and contained the threatening Soviet Union.

#### Anchor Level 3-C

##### The response:

- Develops most aspects of the task in some depth for the dropping of the atomic bomb and for the Marshall Plan; however, the evaluation of the extent to which these actions promoted the nation's self-interest is weak
- Is much more descriptive than analytical (*dropping of the atomic bomb*: killing of thousands of United States soldiers in what was at the time the worst tragedy in our history; the attack on Pearl Harbor sent the United States into World War II to not only stop the control of Europe by Germany and Italy, but to also seek retribution from Japan, who was with the Axis; in order to win the war, President Harry Truman had to make a crucial decision to either order a full scale invasion of Japan or to drop the newly created atomic bomb on Japan; *Marshall Plan*: World War II left Europe socially and economically weak and in danger of being taken over by the Soviet Union; the United States was determined to keep the communist Soviet Union contained; provided aid to help stabilize Europe)
- Includes some relevant facts, examples, and details (*dropping of the atomic bomb*: December 7, 1941; Germany and Italy were defeated; first atomic bomb dropped on Hiroshima; weapons of mass destruction; *Marshall Plan*: the Marshall Plan was an economic aid package to European countries in need of assistance)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that go beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. The response develops the dropping of the atomic bomb (not one of the suggested examples) more fully than the Marshall Plan. A good transition between the two actions is made; however, the details needed to evaluate the nation's self-interest fully are lacking.

As with most nations, the United States often make foreign policy decisions based on its own self-interest. Theodore Roosevelt's Corollary to the Monroe Doctrine & the Lendlease act of 1941 serve as examples

The original Monroe Doctrine ~~was~~ told to European nations that they couldn't intervene in ~~South~~<sup>Latin</sup> America. The US said that it would stay out of Europe's hemisphere if Europe stayed out of the US' hemisphere. However, in the late 19<sup>th</sup> & early 20<sup>th</sup> centuries, a ~~US~~<sup>popular</sup> feeling ~~of~~ ~~the~~ ~~US~~ ~~was~~ ~~arising~~ ~~of~~ Manifest Destiny arose. The US was destined by God to spread its influence. By revising the Monroe Doctrine, Theodore Roosevelt was basically saying "Don't interfere in Latin America because we want to." The Roosevelt Corollary initiated an era of increased US participation and influence in Latin America. ~~Latin Americans~~ became extremely hostile to America because of this. ~~The~~ Roosevelt's Corollary ~~was~~ promoted the nation's self-interest, bc the US was

able to enhance its economic & political power w/o fear of intervention from Europe.

The Lend-Lease Act also promoted the US' self-interests. In the midst of WWII, ~~the~~ <sup>most</sup> American people still ~~wanted~~ wanted to remain neutral. However, FDR ~~did not~~ & some of the federal gov't did not. In effect, this act allowed the US to stay w/i the realms of neutrality by merely lending weapons and supplies to Germany's enemies. ~~Because Britain~~ ~~announced the sea~~ ~~that they~~ ~~couldn't~~ ~~get~~ ~~materials~~ ~~to~~ ~~the~~ ~~axis~~ ~~powers.~~ ~~Therefore,~~ the US had the excuse ~~that~~ ~~they~~ ~~couldn't~~ ~~get~~ ~~materials~~ ~~to~~ ~~the~~ ~~axis~~ ~~powers.~~ ~~Therefore,~~ the US was able to stay out of the war (at least for awhile) & help the side they wanted to at the same time. However, the axis powers caught on and were angered by this. The US was eventually pulled into the war.

In making foreign policy decisions, the US ~~to~~ greatly considers whether or not these policies will ~~serve~~ serve its own self-interest. The Roosevelt Corollary

of the Monroe Doctrine & the Lendlease Act during WWII offer examples of US foreign policy actions that ~~provide~~ benefit itself.

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**Anchor Level 2-A**

**The response:**

- Minimally develops some aspects of the task in some depth for the Roosevelt Corollary and for the Lend-Lease Act
- Is primarily descriptive (*Roosevelt Corollary*: the original Monroe Doctrine told European nations that they couldn't intervene in Latin America; the Roosevelt Corollary initiated an era of increased United States participation and influence in Latin America; *Lend-Lease Act*: in the midst of World War II, most American people still wanted to remain neutral; lending weapons and supplies to Germany's enemies); includes some weak analysis (*Lend-Lease Act*: however, the Axis powers caught on and were angered by this)
- Includes few relevant facts, examples, and details (*Roosevelt Corollary*: Latin Americans became extremely hostile to America because of this; *Lend-Lease Act*: FDR and some of the federal government did not [want to remain neutral]; this act allowed the United States to stay within the realms of neutrality); includes some inaccuracies (*Roosevelt Corollary*: in the late 19th and early 20th centuries, a popular feeling of Manifest Destiny arose; the United States was destined by God to spread its influence)
- Demonstrates a general plan of organization; contains an introduction and a conclusion that restate the theme

**Conclusion:** Overall, the response best fits the criteria for Level 2. There is little development of the historical background of the Roosevelt Corollary or the Lend-Lease Act. The immediate results of the Lend-Lease Act and the extent to which it served the national interest are minimally addressed. Broad generalizations are stated without supporting details.

Since 1900, the actions that the United States have taken towards foreign policy have often been based ~~upon~~ on national self-interest. These actions taken by the United States have either had immediate or long term results on the nation.

The Lend-Lease Act of 1941, was an act during WW II, in which the U.S. provided military aid to foreign nations. A major nation that the U.S. helped was Great Britain. For instance, the U.S. gave war supplies, food, <sup>and</sup> machinery to nations whose defense was considered vital to the defense of the United States in World War II. This enabled ~~the~~ the British to then keep fighting <sup>during war</sup> until events led America into the conflict. Although, the Lend-Lease Act of 1941, was bad because it brought the U.S. one step closer to war and this endangered the nation's self interest.

The Monroe Doctrine was a doctrine that said ~~that~~ <sup>that</sup> Latin America had to stay out of the Western Hemisphere. In 1904, President Theodore Roosevelt brought about what came to be known as the Roosevelt Corollary to the Monroe Doctrine. This stated that continued disturbance <sup>a</sup> in Latin American



country might force the U.S. to intervene in order to prevent European intervention. Therefore the U.S. should be allowed to intervene and only the U.S. The Roosevelt Corollary brought much trouble in Latin America but was used very much during WWI ~~and~~ and it was very important when it came to the United States' foreign policy.

Since 1900, United States foreign policy actions have often been based on national self-interest. These actions have had immediate or long-term results on the U.S.

Anchor Level 2-B

**The response:**

- Minimally develops all aspects of the task for the Lend-Lease Act and for the Roosevelt Corollary
- Is primarily descriptive (*Lend-Lease Act*: the United States provided military aid to foreign nations; a major nation that the United States helped was Great Britain; this enabled the British to then keep fighting during war until events led America into the conflict; *Roosevelt Corollary*: continued disturbance in a Latin American country might force the United States to intervene in order to prevent European intervention); includes weak analysis (*Lend-Lease Act*: was bad because it brought the United States one step closer to war and this endangered the nation's self-interest)
- Includes few relevant facts, examples, and details (*Lend-Lease Act*: the United States gave war supplies, food and machinery to nations whose defense was considered vital to the defense of the United States in World War II; *Roosevelt Corollary*: the United States should be allowed to intervene and only the United States); includes some inaccuracies (*Roosevelt Corollary*: Monroe Doctrine said that Latin America had to stay out of the Western Hemisphere; Roosevelt Corollary brought much trouble in Latin America but was used very much during World War I)
- Demonstrates a general plan of organization; contains both an introduction and a conclusion that repeat the theme

**Conclusion:** Overall, the response best fits the criteria for Level 2. The historical background is not developed for either foreign policy action. Some detailed information for the Lend-Lease Act is provided; however, the inaccurate statements about the Roosevelt Corollary show a limited understanding of the geography and the time frame in which it occurred.

Since 1900, United States foreign policy actions have often been based on national self interest, and they have had immediate or long-term results. 2 Foreign policy actions of the 1900's were the Roosevelt Corollary (1904) as well as President Wilson's 14 points (1918).

At the beginning of the 19<sup>th</sup> century, Roosevelt presented his Corollary, and it was pretty much Monroe Doctrine version 2.0. It stated that we would help to straighten out problems between Europe and Latin America if such things should arise. One result of this is the Panama Canal, we had to protect it from Noriega and his regime. This promoted self interest in the U.S. because trade became quicker for us, and we got to control the canal.

At the end of World War I, Wilson made a proposal for world peace (14 points - 1918). He believed that if these points were followed, another war would not occur, and the world would maintain peaceful relations. The most important of the 14 points was the creation of the League of Nations. Unfortunately the U.S. Congress refused to sign the Treaty of Versailles so the U.S. never joined the League of Nations, and it was short-lived. The League of Nations was a very unrefined, unprecise version of what the United Nations is today.

It failed because the U.S. was the "Keystone" for it but never got in. One of the results of not following the points is WWII. This promoted self interest in a way that the U.S. didn't like all of the Treaty of Versailles so they didn't sign in order to benefit them.

In conclusion it is shown that choices of self interest made by the U.S. have left lasting effects, good and bad. Although these decisions can be seen as selfish, at the time it was meant for the better.

#### Anchor Level 2-C

##### The response:

- Develops some aspects of the task in some depth for the Roosevelt Corollary and for Wilson's Fourteen Points
- Is both descriptive and analytical (*Roosevelt Corollary*: was pretty much Monroe Doctrine version 2.0; stated that we would help to straighten out problems between Europe and Latin America if such things should arise; *Wilson's Fourteen Points*: failed because the United States was the "keystone" for it but never got in; one of the results of not following the points is World War II; the League of Nations was a very unrefined, unspecific version of what the United Nations is today); includes faulty analysis (*Roosevelt Corollary*: one result of this is the Panama Canal, we had to protect it from Noreaga and his regime; this promoted self-interest in the United States because trade became quicker for us, and we got to control the canal)
- Includes few relevant facts, examples, and details (*Wilson's Fourteen Points*: he believed that if these points were followed, another war would not occur; the most important of the 14 points was the creation of the League of Nations); includes some inaccuracies (*Roosevelt Corollary*: at the beginning of the 19th century; *Wilson's Fourteen Points*: the United States Congress refused to sign the Treaty of Versailles)
- Demonstrates a general plan of organization; contains an introduction that restates the theme and concludes with an attempt at evaluation of the actions

**Conclusion:** Overall, the response best fits the criteria for Level 2. The discussion for Wilson's Fourteen Points is more thorough than for the Roosevelt Corollary as no pertinent details are presented for the Roosevelt Corollary. The faulty analysis detracts from the quality of the response.

Since 1900, United States foreign policy actions have often been based on national self-interest. These actions have had immediate or long-term results. Two of these actions have been the blockade of Cuba in 1962, and the Strategic Arms Limitation Talks (SALT) in 1972.

During the Cold War we form these policies to prevent the Soviet Union of getting too much power. During the blockade we stopped Cuba from receiving nuclear warheads from the Soviet Union. One long-term result of this is that we have a bad relationship with Cuba and the Soviet Union. The SALT agreement limited the weapons in the Soviet Union and in the U.S.

**Anchor Level 1-A**

**The response:**

- Minimally develops some aspects of the task for the blockade of Cuba and for the SALT agreements
- Is descriptive (*blockade of Cuba*: we form these policies to prevent the Soviet Union getting too much power; during the blockade we stopped Cuba from receiving nuclear warheads; one long-term result of this is that we have a bad relationship with Cuba and the Soviet Union; *SALT agreements*: limited the weapons in the Soviet Union and in the United States); lacks full understanding of the task; lacks application of information
- Includes few relevant facts, examples, or details (*blockade of Cuba*: Cold War; nuclear warheads from the Soviet Union)
- Demonstrates a weakness in organization by not clearly identifying which aspect of the task is being addressed; contains an introduction that restates the theme but lacks a conclusion

**Conclusion:** Overall, the response best fits the criteria for Level 1. The response minimally develops two aspects of the task for the blockade of Cuba. There is a major lack of detailed information. The terms of the SALT agreements are merely defined.

Since 1900, United States foreign policy actions have often been based on national self-interest. These actions have had immediate or long-term results. Two examples of foreign policy acts that prove this are, Woodrow Wilson's Fourteen Points (1918) and the blockade of Cuba (1962). Both of these actions were intended to help the U.S.

When Woodrow Wilson presented his Fourteen points, it seemed like most of the points were going to help the U.S. in the long run. But they didn't use the Fourteen points which in the long run hurt everyone by creating a second World War, in which over 11 million lives were lost due to one man, Adolf Hitler, leader of Germany. If the Fourteen Points were used I believe there would have been no WWII and it would have saved many, many people's lives.

The blockade of Cuba was a big event too. The U.S. had to set up a blockade for Cuba to protect it from being ruled by the Spaniards and French. A short-term result was that many Americans died just so they could keep trading with Cuba for its resources.

These two actions were meant to help the U.S. but either in short or long term results ended up hurting the United States in a large way.

## Anchor Level 1-B

### **The response:**

- Minimally develops the long-term result of Wilson's Fourteen Points and identifies the blockade of Cuba
- Is both descriptive and analytical for *Wilson's Fourteen Points*: it seemed like most of the points were going to help the United States in the long run; but they didn't use the Fourteen points which hurt everyone by creating a second World War; over 11 million lives were lost due to one man; if the Fourteen Points were used I believe there would have been no World War II and it would have saved many people's lives); lacks understanding of the blockade of Cuba
- Includes few relevant facts, examples, or details (*Wilson's Fourteen Points*: Adolf Hitler, leader of Germany); includes no accurate information about the blockade of Cuba
- Demonstrates a general plan of organization; contains an introduction and a conclusion that address the theme

**Conclusion:** Overall, the response fits the criteria for Level 1. The response deals with only one component of the task for one action. The limited analysis is not developed with details. The attempt to be analytical in the conclusion lacks supporting evidence.

The United States has always been a superpower in this world. In being one, the US acts almost as a police force, and in doing so has many foreign affairs. Some of the policies that were established have had lasting effects while others didn't have as much of an impact. The formation of NATO (North Atlantic Treaty Organization) where the US is one of the permanent members still exists today, while ~~other~~ <sup>of the</sup> policies like the Blockade of Cuba in 1962 doesn't still have as much of a lasting effect.

The blockade of Cuba in 1962, was a result to the shipment of, "cherry pickers" and offensive missiles and weapons from Russia. Russia and the US were in the Cold War at this time and were trying to prove ~~one~~ ~~another~~ themselves better than the other. This new threat was puzzling military officers, on a response, this Cuban Missile Crisis as it is referred to could have turned very deadly as nuclear warheads were being mounted in Cuba. Luckily the ~~president~~ President made a wise decision and Khrushchev realized what could have happened and sent the ships home. The treaty arranged that the Russians would remove the weapons if the US promised not to invade Cuba. This policy solved this crisis but did not have many other lasting effects.

There is one policy that did and still does have a



huge impact on the US and other countries, The formation of NATO. This organization formed after WWI was ~~called~~ an alliance formation to prevent futur wars. An attack on one was an attack on all Although George Washington warned everyone of this in his farewell address it proved to hold strong. Though another world war broke out there have not been any world wars since. NATO now acts as the policy force with more than  $\frac{1}{2}$  the countries in the world as members.

The US has had many interactions and policies with other countries. Although policies like the naval blockade of Cuba during the Cuban missile crisis don't have as much of an impact today as, say NATO does, every action has shaped our future. NATO is helping to shape a better future for the world, and the US is trying their part in it ~~as~~ as well.

Foreign policy is often essential to and helps to create domestic policies in a country. Many times, the United States has created foreign policy and taken action that would benefit national self-interest, as well as safety to the nation. The Lend Lease Act in 1941 and the blockade of Cuba in 1962 left the United States with long term results, many being negative.

After the outbreak of World War II in Europe, the United States vowed to remain neutral. In 1941, though, the United States passed the Lend-Lease Act. The purpose of this act was to provide arms to the Allied powers fighting in Europe. Through this act, the United States believed they were remaining neutral, but were also supporting their allies. One immediate result of this act was the ill feelings the Axis powers had toward the United States. They felt that any involvement, including providing the Allies with arms,

was a violation of neutrality. These ill feelings toward America led to the surprise attack on Pearl Harbor, awakened the "sleeping giant," and thrust America into war. Although this act promoted national self-interest to remain neutral and avoid involvement in the war, it was also one reason why America was attacked causing the nation to enter into war.

The blockade of Cuba in 1962 was another foreign action that was promoted by national self-interest.

The U.S.S.R. was providing Cuba with nuclear missiles, that given the chance, could cause significant damage to the eastern coast of America. When negotiations between the USSR and America failed, the United States blockaded Cuba. Even though the U.S.S.R. eventually removed the weapons, the conflict between the U.S.S.R. and the United States escalated into the Cold War. The

Cold War was many years of conflict with the U.S.S.R. ~~There~~ Therefore, the blockade of Cuba was successful in eliminating the threat of a nuclear attack, it did in fact lead to many years of conflict with the U.S.S.R.

Foreign policy is often based on self-interest of a nation. Many of America's foreign policy benefitted the US as well as other nations involved. The Lend-Lease Act and the blockade of Cuba, though, led to many years of ~~to~~ war and conflict.

Since 1900, the United States has participated in various actions of foreign policy that is based on national self-interest. These actions have both short and long term effects that have impacted America and the whole world.

One important foreign policy action of the United States was the Marshall plan in 1947. After the end of World War II, the president put a plan in place to help rebuild the economies of European countries. Many countries were in shambles from the war, and were in great need of financial aid. Under the Marshall Plan, the United States hoped to give aid to these countries, and in return prevent them from turning to <sup>the</sup> Communist Soviet Union for aid. This action's immediate effect was that these countries were forced to take sides during the cold war. This action was in our nation's self interest because it gave us many allies against communism.

Another important action of foreign policy was the United States' involvement in the Persian Gulf War in 1991. In order to defend the small country of Kuwait against Iraq

and the government of Saddam Hussein. Iraq attempted to take over Kuwait to control its oil. Our involvement in this war led to a cold relationship with Saddam, and, <sup>it</sup> long-term resulted in another war with Iraq, because we didn't remove Hussein from office. America was trying to act in the nation's self-interest by protecting Kuwait's oil.

Actions of the United States government lead to many effects. The foreign policy of self-interest can be thought of as good or bad.

Since 1900, the United States foreign policy actions ~~on~~ have often been based on national self-interest. These actions have had immediate or long-term results.

One foreign policy is the Lend-Lease Act in 1941. This policy let the United States give aid to fighting nations and be paid back later. This policy got the U.S. in some conflict with nations not getting the aid. Blockades of ports began to occur so supplies could not be transported. Another policy is the Persian Gulf War. In the Middle East the United States has oil interest as well as gas. When Hussein invaded Kuwait the U.S. was forced to act to save our interests. The Monroe Doctrine says that the U.S. will stay out of European affairs unless our interests are threatened.

The result of the Lend-lease Act was blockades of British ports which led to unrestricted submarine warfare <sup>by Germany</sup> and U.S. involvement in WW II. The result of the Persian Gulf War was that Saddam Hussein ~~was~~ was defeated and left Kuwait. Hussein stayed in power but the U.S. interests were ~~that~~ safe.

In conclusion, a foreign Policy is based on the self-interest of that nation. For the U.S. we have interests all over the world. To protect these interests our actions have immediate and long term effects.



Since 1900, United States foreign policy actions have often been based on national self-interest. These actions have had immediate or long-term results.

One example of this is Woodrow Wilson's 14 points. The 14 points was developed by Woodrow Wilson to punish Germany. The treaty of Versis was one of the causes for WWI.

Another example is the Marshall Plan. The Marshall Plan was developed in 1947 after WWI. It stopped the Cold War.

Foreign policy actions have had immediate and long-term results. United States foreign policy actions have often been based on national self-interest.

## Practice Paper A—Score Level 2

### The response:

- Develops some aspects of the task in some depth for the blockade of Cuba and for the formation of the North Atlantic Treaty Organization (NATO)
- Is both descriptive and analytical (*blockade of Cuba*: was a result to the shipment of “cherry pickers” and offensive missiles and weapons from Russia; Russia and the United States were in the Cold War at this time and were trying to prove themselves better than the other; the Cuban missile crisis could have turned very deadly; *formation of NATO*: an alliance formed to prevent future wars)
- Includes few relevant facts, examples, and details (*blockade of Cuba*: this new threat was puzzling military officials; Khrushchev realized what could have happened and sent the ships home; *formation of NATO*: an attack on one was an attack on all); includes inaccuracies (*blockade of Cuba*: the United States has always been a superpower in this world; a treaty ended the Cuban missile crisis; *formation of NATO*: formed after World War I; though another world war broke out there have not been any world wars since; with more than half the countries in the world as members)
- Demonstrates a general plan of organization; contains both an introduction and a conclusion that go beyond a simple restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 2. The response contains many inaccuracies for both foreign policies. The historical circumstances surrounding each action are barely mentioned and how either foreign policy action promoted the national self-interest is not addressed.

## Practice Paper B—Score Level 3

### The response:

- Develops all aspects of the task with little depth for the Lend-Lease Act and for the blockade of Cuba
- Is more descriptive than analytical (*Lend-Lease Act*: the purpose of this act was to provide arms to the Allied powers fighting in Europe; the United States believed they were remaining neutral, but were also supporting the Allies; one immediate result of this act were the ill feelings the Axis powers had toward the United States; awakened the “Sleeping Giant”; *blockade of Cuba*: the USSR was providing Cuba with nuclear missiles, that given the chance, could cause significant damage to the eastern coast of America; the Cold War was many years of conflict with the USSR); contains some weak analysis (Lend-Lease Act and blockade of Cuba led to many years of war and conflict)
- Includes some relevant facts, examples, and details (*Lend-Lease Act*: after the outbreak of World War II in Europe, the United States vowed to remain neutral; *blockade of Cuba*: the USSR eventually removed the weapons); includes some inaccuracies (*Lend-Lease Act*: one immediate result of this act was these ill feelings toward America that led to the surprise attack on Pearl Harbor; *blockade of Cuba*: the conflict between the USSR and the United States escalated into the Cold War)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that go beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. All aspects of the task are developed in little depth. The response contains some weak analysis and inaccurate details. Despite the good introduction and conclusion, the development of details and analysis is insufficient to warrant a higher score level.

### Practice Paper C—Score Level 3

**The response:**

- Develops all aspects of the task with little depth for the Marshall Plan and for the Persian Gulf War
- Is more descriptive than analytical (*Marshall Plan*: the president put a plan in place to help rebuild the economies of European countries; many countries were in shambles from the war; this action was in our nation’s self-interest because it gave us many allies against communism; gave us many allies during the Cold War; *Persian Gulf War*: Iraq attempted to take over Kuwait to control its oil; America was trying to act in the nation’s self-interest by protecting Kuwait’s oil)
- Includes some relevant facts, examples, and details (*Marshall Plan*: many countries were in great need of financial aid; prevent them from turning to the communist Soviet Union for aid; *Persian Gulf War*: government of Saddam Hussein; defend the small country of Kuwait)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. The response contains some development of all six components of the task but little detailed information and little analysis.

### Practice Paper D—Score Level 1

**The response:**

- Minimally develops some aspects of the task for the Lend-Lease Act and for the Persian Gulf War
- Is descriptive (*Lend-Lease Act*: this policy let the United States give aid to fighting nations and be paid back later; *Persian Gulf War*: in the Middle East, the United States has oil interest as well as gas)
- Includes few relevant facts, examples, or details (*Persian Gulf War*: when Hussein invaded Kuwait, the United States was forced to act to save our interests; *Lend-Lease Act*: blockades of ports began to occur so supplies could not be transported; the result of the Lend-Lease Act was blockades of British ports which led to unrestricted submarine warfare)
- Demonstrates a general plan of organization; contains digressions (*Persian Gulf War*: the Monroe Doctrine says that the United States will stay out of European affairs unless our interests are threatened); lacks focus regarding national self-interest for both foreign policy actions; contains an introduction and a conclusion that restate the theme

**Conclusion:** Overall, the response best fits the criteria for Level 1. Some aspects of the task are developed with little detailed information and without analysis.

### Practice Paper E—Score Level 0

**The response:**

Fails to develop the task; includes only the theme and a suggestion copied from the test booklet; includes no relevant facts, examples, or details

**Conclusion:** Overall, the response best fits the criteria for Level 0. The facts presented are either inaccurate or not tied to the task, which is to discuss the historical circumstances, a result, and the extent of promotion of national self-interest of foreign policy actions.

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

**Document 1**

. . . There were the men in the pickle rooms, for instance, where old Antanas had gotten his death; scarce a one of these that had not some spot of horror on his person. Let a man so much as scrape his finger pushing a truck in the pickle rooms, and he might have a sore that would put him out of the world [lead to his death]; all the joints in his fingers might be eaten by the acid, one by one. Of the butchers and floorsmen, the beef boners and trimmers, and all those who used knives, you could scarcely find a person who had the use of his thumb; time and time again the base of it had been slashed, till it was a mere lump of flesh against which the man pressed the knife to hold it. The hands of these men would be criss-crossed with cuts, until you could no longer pretend to count them or to trace them. They would have no nails,—they had worn them off pulling hides; their knuckles were swollen so that their fingers spread out like a fan. There were men who worked in the cooking rooms, in the midst of steam and sickening odors, by artificial light; in these rooms the germs of tuberculosis might live for two years, but the supply was renewed every hour. There were the beef luggers, who carried two-hundred-pound quarters into the refrigerator cars, a fearful kind of work, that began at four o'clock in the morning, and that wore out the most powerful men in a few years. . . .

Source: Upton Sinclair, *The Jungle*, 1906

**1 Based on this document, state *two* effects of poor working conditions in this factory.**

**Score of 2 or 1:**

- Award 1 credit (up to a maximum of 2 credits) for each effect of poor working conditions in this factory  
*Examples:* workers could get tuberculosis; workers had to carry heavy animals all day and got worn out; acid could eat workers' fingers one by one; some of the workers had no use of their thumbs; knuckles became swollen from pulling hides; there were sickening odors; sores could lead to death; some workers had no nails, having worn them off

**Score of 0:**

- Incorrect response  
*Examples:* men had employment; workers could not count their fingers; there were pickle rooms; they pulled hides
- Vague response that does not answer the question  
*Examples:* they were horrible; it was a fearful kind of work; hands were criss-crossed; men worked in the cooking rooms; beef-luggers began work at 4 a.m.; men had to work by artificial light
- No response

## Document 2

. . . In just one week a scandalized public had snapped up some 25,000 copies of *The Jungle*. Almost all of those readers missed the socialist message. Sinclair had hoped to draw their attention to “the conditions under which toilers [workers] get their bread.” The public had responded instead to the disclosures about corrupt federal meat inspectors, unsanitary slaughter houses, tubercular cattle, and the packers’ unscrupulous [unethical] business practices.

One of the most outraged readers was President Theodore Roosevelt. Few politicians have ever been as well-informed as TR, who devoured books at over 1,500 words per minute, published works of history, and corresponded regularly with leading business, academic, and public figures. Roosevelt recognized immediately that the public would expect government at some level—local, state, or federal—to clean up the meat industry. He invited Sinclair for a talk at the White House, and though he dismissed the writer’s “pathetic belief” in socialism, he promised that “the specific evils you point out shall, if their existence be proved, and if I have the power, be eradicated [eliminated].”

Roosevelt kept his promise. With the help of allies in Congress, he quickly brought out a new bill, along with the proverbial [well-known] big stick. Only four months later, on June 30, he signed into law a Meat Inspection Act that banned the packers from using any unhealthy dyes, chemical preservatives, or adulterants. The bill provided \$3 million toward a new, tougher inspection system, where government inspectors could be on hand day or night to condemn animals unfit for human consumption. Senator Albert Beveridge of Indiana, Roosevelt’s progressive ally in Congress, gave the president credit for the new bill. “It is chiefly to him that we owe the fact that we will get as excellent a bill as we will have,” he told reporters. Once again, Americans could put canned meats and sausages on the dinner table and eat happily ever after. Or so it would seem. . . .

Source: James Davidson and Mark Lytle, *After the Fact: The Art of Historical Detection*, Alfred A. Knopf

### 2 According to this document, what action did President Theodore Roosevelt take to keep his promise to Upton Sinclair?

#### Score of 1:

- States an action President Theodore Roosevelt took to keep his promise to Upton Sinclair  
*Examples:* he asked his friends in Congress to pass a consumer protection bill; he signed the Meat Inspection Act into law; he cleaned up the meat industry

#### Score of 0:

- Incorrect response  
*Examples:* he read a lot of books; he corresponded with businessmen; the public was scandalized
- Vague response that does not answer the question  
*Examples:* bills passed; he cleaned up; he made promises; he became outraged
- No response

### Document 3a

. . . During the same winter three boys from a Hull-House club were injured at one machine in a neighboring factory for lack of a guard which would have cost but a few dollars. When the injury of one of these boys resulted in his death, we felt quite sure that the owners of the factory would share our horror and remorse, and that they would do everything possible to prevent the recurrence of such a tragedy. To our surprise they did nothing whatever, and I made my first acquaintance then with those pathetic documents signed by the parents of working children, that they will make no claim for damages resulting from “carelessness.”

The visits we made in the neighborhood constantly discovered women sewing upon sweatshop work, and often they were assisted by incredibly small children. I remember a little girl of four who pulled out basting threads hour after hour, sitting on a stool at the feet of her Bohemian mother, a little bunch of human misery. But even for that there was no legal redress [remedy], for the only child-labor law in Illinois, with any provision for enforcement, had been secured [achieved] by the coal miners’ unions, and was confined to children employed in mines. . . .

There was at that time no statistical information on Chicago industrial conditions, and Mrs. Florence Kelley, an early resident of Hull-House, suggested to the Illinois State Bureau of Labor that they investigate the sweating system [sweatshops] in Chicago with its attendant [use of] child labor. The head of the Bureau adopted this suggestion and engaged Mrs. Kelley to make the investigation. When the report was presented to the Illinois Legislature, a special committee was appointed to look into the Chicago conditions. I well recall that on the Sunday the members of this commission came to dine at Hull-House, our hopes ran high, and we believed that at last some of the worst ills under which our neighbors were suffering would be brought to an end. . . .

Source: Jane Addams, *Twenty Years at Hull-House with Autobiographical Notes*, MacMillan, 1912

### 3a Based on this document, identify *one* social problem Jane Addams wanted to reform.

#### Score of 1:

- Identifies a social problem Jane Addams wanted to reform  
*Examples:* child labor; lack of safety guards on machines; injuries to children; number of hours children could work; sweatshop work performed by children; women doing sweatshop work; use of sweatshops

#### Score of 0:

- Incorrect response  
*Examples:* she wanted to help coal miners; working children had to sign documents
- Vague response that does not answer the question  
*Examples:* human misery; exhaustion; recommendations were made; report presented to Illinois legislature
- No response

**Document 3b**

**First Factory Law of Illinois**

**FACTORIES AND WORKSHOPS**

. . . 4. Children under 14 years of age prohibited from being employed in any manufacturing establishment, factory or work shop in the state. Register of children under 16 years shall be kept. The employment of children between ages of 14 and 16 years prohibited unless an affidavit by the parent or guardian shall first be filed in which shall be stated the age date and place of birth. Certificates of physical health may be demanded by the inspectors. . . .

Source: "Factories and Workshops," *Laws of the State of Illinois*, Thirty-Eighth General Assembly, 1893

**3b Based on this document, state *one* provision of the Illinois factory law.**

**Score of 1:**

- States a provision of the Illinois factory law  
*Examples:* children under 14 years of age could not be employed in any manufacturing establishment, factory or work shop in the state; affidavits must be signed if children between 14 and 16 are employed; certificates of physical health may be demanded by inspectors

**Score of 0:**

- Incorrect response  
*Examples:* investigated problems; it was the first factory law in Illinois
- Vague response that does not answer the question  
*Examples:* investigations; changed conditions; changed working conditions of children
- No response

## Document 4

State Actions Affecting Working Conditions	
1911	Recommendations of Illinois Commission on Occupational Disease (1909) result in Illinois Occupational Disease Act (ventilation, sanitation, fumes, temperature)
1911	Wisconsin becomes first state to pass workman's compensation legislation
1911	Wisconsin legislature limits hours of labor for women and children
1911–1915	Recommendations of New York State Factory Investigating Commission result in dozens of new laws creating healthier and safer factory working conditions during New York's "golden era in remedial factory legislation"
1912	New York State Factory Investigating Commission requires automatic sprinklers for all floors above seventh floor of buildings; broadens regulation and inspection of workplace safety (fire escapes, safe gas jets, fireproof receptacles, escape routes, fire drills)
1912	Massachusetts passes first state minimum wage law
1913	Oregon law requires payment of overtime for workers in mills or factories (over ten hours a day)

4 Based on this document, identify *two* examples of how a state action resulted in the improvement of working conditions.

### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each example of how a state action resulted in the improvement of working conditions

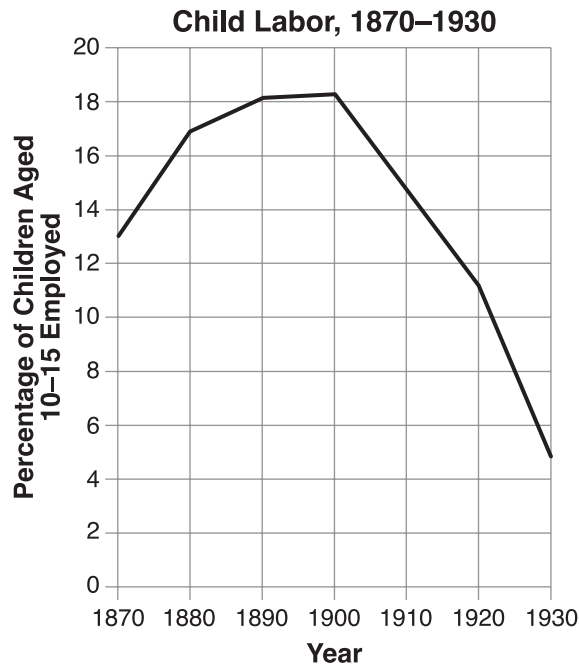
*Examples:* Wisconsin limited the number of hours that women and children could work; automatic sprinklers were installed in tall buildings; fire escapes were put up; minimum wage laws were passed; safer working conditions were put in place in New York; fire escapes and fire drills were required

### Score of 0:

- Incorrect response  
*Examples:* disease was eliminated; it was a golden era in remedial factory legislation; overtime was required
- Vague response that does not answer the question  
*Examples:* safety; recommendations were passed; regulations were broadened; inspections
- No response



## Document 5



Source: United States Bureau of the Census  
(adapted)

### 5 Based on the graph, how did the use of child labor change between 1900 and 1920?

#### Score of 1:

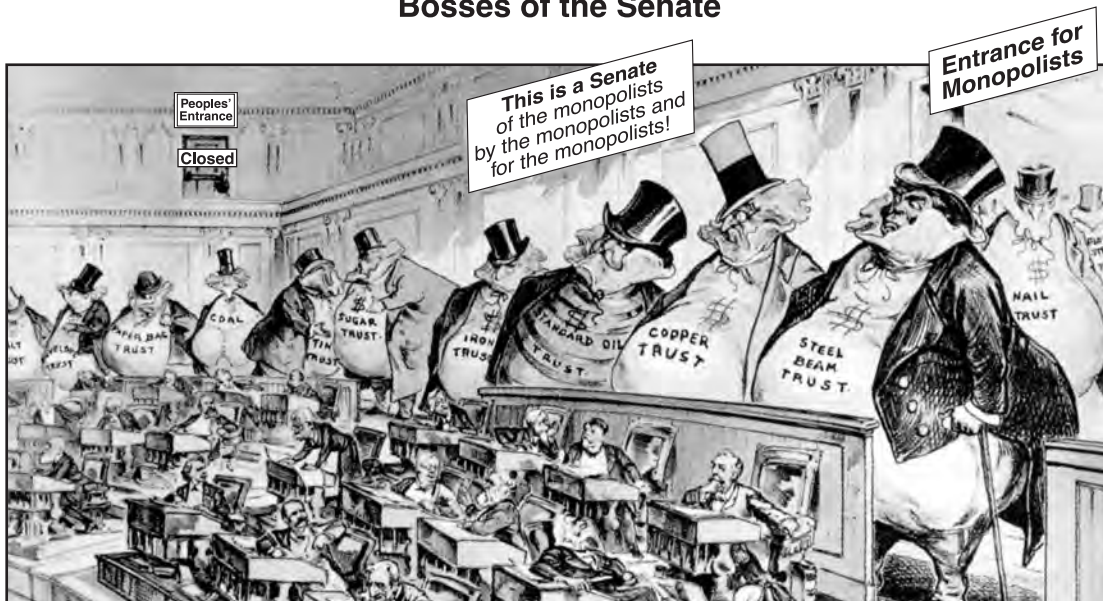
- Identifies a change concerning child labor between 1900 and 1920 as shown in the graph  
*Examples:* child labor decreased; not as many children between 10 and 15 worked; child labor increased before 1900 and then started to decrease

#### Score of 0:

- Incorrect response  
*Examples:* child labor was abolished; children in the workforce between the ages of 10 and 15 increased between 1900 and 1920; child labor never reached 20%
- Vague response that does not answer the question  
*Examples:* children were employed; percentage is important; it changed
- No response

## Document 6a

### Bosses of the Senate



Source: Joseph J. Keppler, *Puck*, 1889 (adapted)

## Document 6b

. . . The Senate of the United States shall be composed of two Senators from each State, elected by the people thereof, for six years; and each Senator shall have one vote. The electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State legislatures. . . .

— 17th Amendment, Section 1, 1913

### 6 State *one* way the 17th amendment addressed the concern expressed in the cartoon.

#### Score of 1:

- States a way the 17th amendment addressed the concern expressed in the cartoon  
*Examples:* state legislatures would no longer choose senators who only represented big businesses; people would elect senators directly; people would have more power; the Senate would become more democratic; allowed for direct election of senators; limited power of big business; it limited corruption in the Senate

#### Score of 0:

- Incorrect response  
*Examples:* qualifications necessary to become a senator changed; senators would only be elected to two-year terms; electoral college would choose senators; there will be two senators from each state
- Vague response that does not answer the question  
*Examples:* elections; bosses of the Senate; changed monopolists; numerous branches
- No response

## Document 7

. . . Indeed, the growth of fundamental democracy in this country is astonishing. Thirty years ago the secret ballot was regarded as a passing craze by professional politicians. Twenty years ago it was a vital issue in nearly every American state. To-day the secret ballot is universal in American politics. Ten years ago the direct primary was the subject of an academic discussion in the University of Michigan by a young man named La Follette of Wisconsin. Now it is in active operation in over two-thirds of our American states, and over half of the American people use the direct primary as a weapon of self-government. Five years ago the recall was a piece of freak legislation in Oregon. To-day more American citizens are living under laws giving them the power of recall than were living under the secret ballot when [President] Garfield came to the White House, and many times more people have the power to recall certain public officers to-day than had the advantages of the direct primary form of party nominations when [President] Theodore Roosevelt came to Washington. The referendum is only five years behind the primary. Prophecy with these facts before one becomes something more than a rash guess. [With these facts in mind, predicting the future becomes something more than rash guessing.] . . .

Source: William Allen White, *The Old Order Changeth*, Macmillan, 1910

### 7 According to William Allen White, what were *two* reforms the Progressives supported to expand democracy?

#### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each reform the Progressives supported to expand democracy  
*Examples:* secret ballot; direct primaries; recall; referendum

#### Score of 0:

- Incorrect response  
*Examples:* politicians must be professional; ballots are universal; Oregon passed freak legislation
- Vague response that does not answer the question  
*Examples:* self-government; active operation; vital issues
- No response

## Document 8

. . . Women compose one-half of the human race. In the last forty years, women in gradually increasing numbers have been compelled to leave the home and enter the factory and workshop. Over seven million women are so employed and the remainder of the sex are employed largely in domestic services. A full half of the work of the world is done by women. A careful study of the matter has demonstrated the vital fact that these working women receive a smaller wage for equal work than men do and that the smaller wage and harder conditions imposed on the woman worker are due to the lack of the ballot. . . .

The great doctrine of the American Republic that “*all governments derive their just powers from the consent of the governed,*” justifies the plea of one-half of the people, the women, to exercise the suffrage. The doctrine of the American Revolutionary War that taxation without representation is unendurable [intolerable], justifies women in exercising the suffrage. One great advantage, however, of the suffrage is in raising women to a position of greater honor and dignity so that the children of the land shall show and feel greater reverence and honor for their mothers, and that the mothers may teach the elementary principles of good government while they are teaching them good manners, morality and religion. . . .

Source: Senator Robert Owen, Speech, 1910

### 8 Based on this document, state *two* reasons for giving women the right to vote.

#### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each reason for giving women the right to vote  
*Examples:* more women are working and should have a voice in government; women pay taxes and should have representation; women receive a smaller wage for equal work than men do; all governments derive their powers from the consent of the governed

#### Score of 0:

- Incorrect response  
*Examples:* there are more women than men; they have been compelled to leave home; women work in the factories and workshop; women are employed in domestic service
- Vague response that does not answer the question  
*Examples:* representation; change is justified
- No response

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

**Historical Context:** During the late 1800s and early 1900s, Progressive reformers worked to improve American society. Their goals included **protecting consumers, regulating child labor, improving working conditions, and expanding democracy.**

**Task:** Choose *three* goals mentioned in the historical context and for *each*

- Discuss the conditions that led Progressive reformers to address the goal
- Discuss the extent to which the goal was achieved

**Scoring Notes:** This document-based essay has a minimum of *six* components (*two* aspects [the conditions in American society that needed attention and the extent of achievement of improving the condition] for each of *three* goals of Progressive reformers).

1. The same information can be used to address more than one goal, e.g., Hull House activities may be used to address regulating child labor and improving working conditions *or* the activities after publication of *The Jungle* may be used to address protecting consumers and improving working conditions.
2. The discussion of child labor may be included as part of the discussion of improving working conditions. The extent of the discussion will determine if it is being developed as a separate goal.
3. The discussion of the extent to which a goal was or was not achieved may include references to events or actions which occurred later in the 20th century such as the effect of New Deal programs on improving working conditions.
4. As is the case with many historical topics, what constitutes the extent to which the goal was achieved is subject to the evaluator's point of the view. The response may discuss the extent to which the goal was achieved from a variety of perspectives as long as the position taken is supported by accurate historical facts and examples.
5. For the purposes of meeting the criteria of using *at least five* documents in the response, documents 3a, 3b, 6a, and 6b may be counted as separate documents *if* the response uses specific separate facts from each of those documents.
6. The goal does not need to be specifically identified as it can be included in the discussion of the conditions that led Progressive reformers to address the goal.

## Key Ideas from the Documents

### Protecting Consumers

<b>Conditions That Led Progressive Reformers to Address the Goal</b>	Unsanitary working conditions (Doc 1)
	Problems of the meat industry (Doc 2)
<b>Extent to Which the Goal Was Achieved</b>	Meat Inspection Act passed by Congress during the Roosevelt administration; Roosevelt extended invitation to Sinclair to discuss problems (Doc 2)
	Illinois Occupational Disease Act passed; recommendations of New York State Factory Investigating Committee results in new laws (Doc 4)

### Regulating Child Labor

<b>Conditions That Led Progressive Reformers to Address the Goal</b>	Parents sign documents that they would make no legal claims for injuries; injuries could result in deaths; factory owners ignore problems; Illinois laws only applied to children working in mines (Doc 3a)
<b>Extent to Which the Goal Was Achieved</b>	Hull House activities increased awareness of problems; Florence Kelley investigated child labor in sweatshops (Doc 3a)
	First factory law of Illinois forbids employment of children under 14 and register of any under 16 (Doc 3b)
	Wisconsin law limits hours for children (Doc 4)
	Census statistics show decrease in child labor (Doc 5)

### Improving Working Conditions

<b>Conditions That Led Progressive Reformers to Address the Goal</b>	Physical injury and other health-related problems suffered as a result of the job addressed by Upton Sinclair in <i>The Jungle</i> (Doc 1)
	Unsafe machinery; factory owners ignore problems (Doc 3a)
	Women receive lower wages than men, work under harder conditions (Doc 8)
<b>Extent to Which the Goal Was Achieved</b>	Theodore Roosevelt extended invitation to discuss problems (Doc 2)
	Hull House activities increased awareness of problems; Florence Kelley conducted investigation of sweatshops (Doc 3a)
	First factory law of Illinois regulating sanitary conditions of factories and workshops (Doc 3b)
	Occupational Disease Act, workman's compensation, limits hours for women and children, minimum wage, overtime pay for some workers legislation, fire-prevention regulations passed (Doc 4)

### Expanding Democracy

<b>Conditions That Led Progressive Reformers to Address the Goal</b>	Monopolists or trusts dominate Senate (Doc 6a)
	People fought for secret ballot for many years; LaFollette introduces idea of direct primary; recall begins in Oregon (Doc 7)
	Women denied suffrage; role of women in teaching children good government (Doc 8)
<b>Extent to Which the Goal Was Achieved</b>	17th Amendment provides direct election of Senators (Doc 6b)
	Secret ballot, direct primary, recall, referendum become part of political process; LaFollette of Wisconsin succeeds in political reforms (Doc 7)
	Senator Owen supports women's suffrage (Doc 8)

**Relevant Outside Information**

(This list is not all-inclusive.)

**Protecting Consumers**

<p><b>Conditions That Led Progressive Reformers to Address the Goal</b></p>	<p>No federal consumer protection laws          “Robber barons” out to maximize profit at expense of consumers          Muckrakers’ exposure of business abuses that ignore consumer (sanitation issues, lack of quality standards)</p>
<p><b>Extent to Which the Goal Was Achieved</b></p>	<p>Details about terms of Meat Inspection Act          More legislation to make Meat Inspection Act effective closing loopholes          Pure Food and Drug Act          Public response to muckraking articles puts pressure on legislators          Truth in Packaging Act          Consumers’ reliance on <i>Good Housekeeping</i> Seal of Approval and <i>Consumer Reports</i>          Better Business Bureau          Federal Trade Commission          Activities of lobbyists: Ralph Nader, <i>Unsafe at Any Speed</i>          Rachel Carson’s <i>Silent Spring</i>          OSHA (Occupational Health and Safety Administration) regulations</p>

**Regulating Child Labor**

<p><b>Conditions That Led Progressive Reformers to Address the Goal</b></p>	<p>Poor immigrant families’ need of income to survive          No mandatory school attendance policies          Ability of children to do some tasks better than adults because of size (small hands, small bodies), especially in mining and textiles          Children easily intimidated by authority          Child labor in factories an extension of child labor on farms          Influence of British industrialization and works of Dickens</p>
<p><b>Extent to Which the Goal Was Achieved</b></p>	<p>Compulsory education laws reduce child labor          State and federal government child labor legislation—Child Labor Act of 1916 (Keating-Owen Act)          Employment of children costs adults jobs          Supreme Court rulings decrease effectiveness of legislation: 14th amendment—personal right to contract, 10th amendment—reserved powers          Public and congressional response to child labor and strikes at Lawrence textile mills          Reaction to John Spargo’s <i>The Bitter Cry of Children</i></p>

**Relevant Outside Information (cont.)**

(This list is not all-inclusive.)

**Improving Working Conditions**

<p align="center"><b>Conditions That Led Progressive Reformers to Address the Goal</b></p>	<p>Lack of regulations to protect workers                  Failure of labor unions (Knights of Labor, blacklists, violent strikes, lockouts, scabs)                  Lack of government support for solving the problems of workers                  Triangle Shirtwaist Fire                  Negative aspects of Lowell system outweigh positive aspects                  Contribution of Social Darwinism to workers acceptance of conditions                  Influence of British industrialization and works of Dickens</p>
<p align="center"><b>Extent to Which the Goal Was Achieved</b></p>	<p>Downfall of Knights of Labor after Haymarket affair                  Exposure by Jacob Riis of low wages, living conditions in tenements of exploited workers (<i>How the Other Half Lives</i>)                  Injunctions and use of troops to end strikes by federal government (Pullman)                  Lack of labor union representation for unskilled workers                  Theodore Roosevelt's actions in 1901 anthracite coal strike (Square Deal)                  Organization of AFL by Samuel Gompers for skilled workers only                  Establishment of Department of Labor and Commerce by Theodore Roosevelt                  Supreme Court cases dealing with state legislation (<i>Lochner v. New York, Muller v. Oregon</i>)                  First state minimum wage law (Massachusetts)                  Clayton Anti-Trust Act                  New Deal programs (NRA, Fair Labor Standards Act, Wagner Act)                  OSHA (Occupational Health and Safety Administration) regulations</p>

**Expanding Democracy**

<p align="center"><b>Conditions That Led Progressive Reformers to Address the Goal</b></p>	<p>Provision in the original Constitution for appointment of United States senators by state legislatures                  Lack of acceptance of the Declaration of Rights and Sentiments written at Seneca Falls Convention                  Granting of women's suffrage in some western states before the 19th amendment (Wyoming)                  Women's involvement in other reform movements: abolition, prohibition                  Expanding economic role of women resulting from World War I employment                  Role of machine politics in denying democratic practices (Tweed Ring)                  Political power of monopolies in government</p>
<p align="center"><b>Extent to Which the Goal Was Achieved</b></p>	<p>Australian ballot                  Initiative                  Addition of 19th, 24th, 26th amendments to Constitution                  Work of suffragettes: Susan B. Anthony, Carrie Chapman Catt                  Replacement of small party caucuses with national nominating conventions                  Details about expanding role of primary system                  Expansion of Wisconsin Plan to other states                  Decreasing role of political-party machines                  City-manager government                  Work of muckrakers: Lincoln Steffens <i>Shame of the Cities</i>                  Increase of women's participation in the political process (mayors, governors, congressional representatives, vice-presidential candidate)</p>



**Score of 5:**

- Thoroughly develops all aspects of the task evenly and in depth by discussing the conditions that led Progressive reformers to address *three* goals and discussing the extent to which each goal was achieved
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., the response acknowledges that gains have been made but integrates into the discussion the limitation of those gains, which necessitated further federal and state legislation; the response recognizes that although the 19th amendment guaranteed women the right to vote and participation in the political process, political and economic equality was not widespread until later in the 20th century
- Incorporates relevant information from *at least five* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., for *protecting consumers*, details might include muckrakers; Upton Sinclair, *The Jungle*; meatpacking industry; immigrant workers; Theodore Roosevelt; Meat Inspection Act; Pure Food and Drug Act; Truth in Packaging Act)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Score of 4:**

- Develops all aspects of the task by discussing the conditions that led Progressive reformers to address *three* goals and discussing the extent to which each goal was achieved but may do so somewhat unevenly by discussing one aspect of the task more thoroughly than the other for all goals *or* by discussing both aspects of the task for two goals of Progressive reformers more thoroughly than for the third goal
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., the response describes how the work of muckrakers influenced public opinion which led to state and federal legislation; the response explains that gaining the right to vote did not guarantee economic equality
- Incorporates relevant information from *at least five* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Note:** At score levels 5 and 4, all *six* components of the task should be developed.

*Holistic Scoring Reminder:* This note applies only to the evaluation of Bullet 1.

**Score of 3:**

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

**Note:** At score level 3, *at least four* components of the task should be developed in some depth.

*Holistic Scoring Reminder:* This note applies only to the evaluation of Bullet 1.

**Exception:** When *at least three* components have been developed evenly and in depth and most of the other criteria at level 5 has also been met, the overall response may be considered for a score of 3.

**Score of 2:**

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

**Note:** At score level 2, *at least three* components of the task should be developed in some depth.

*Holistic Scoring Reminder:* This note applies only to the evaluation of Bullet 1.

**Score of 1:**

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

**Score of 0:**

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

During the late 1800s and early 1900s, the Progressives of the U.S. reformed labor laws, government and women's suffrage. These middle class reformers believed in eradicating the abuses that came with the growth of business, especially after the Civil War.

Muckrakers such as John Spargo and Upton Sinclair wrote for magazines like McClure's to inform the public about monopolies, child labor, and corruption in industry that had a negative impact on workers and the general public. In The Jungle, Sinclair cited filthy sanitary and work conditions that were experienced by large numbers of southern and eastern European immigrants working in meat-packing plants. The Jungle became a best-seller and the information presented in the book alarmed many people and led President Theodore Roosevelt to ask Congress to pass the Meat Inspection act (Doc 1 & 2). Jane Addams of Hull House discovered that

child labor was widespread among poor tenement residents whose children worked to help support the family (Doc 3a). She believed that providing services, day care, and education could help parents.

In part as a result of her activities as well as other social reformers such as Florence Kelley, the Illinois State Bureau of Labor led investigations and Illinois was the first state to instate labor laws (Doc 3b). Obviously, national enforcement helped because child labor dramatically decreased from 1900 to 1920 (Doc 5). Eventually FDR's New Deal policies included a federal ban on child labor.

The Progressives were also eager to ~~reform~~ reform government. La Follette spoke about the direct primary in college classrooms and other political reformers suggested the use of secret ballots so that city bosses would not be able to buy votes. (Doc 7) Starting from the grass roots level, Progressives worked more power back to the people

through the use of initiatives, referendums, and recalls. The 17<sup>th</sup> amendment would provide direct election of Senators and decrease the influence of <sup>(acc)</sup> monopolists in the United States Senate. This change could lead to the passage of legislation which would improve the lives of many Americans - workers, children, and women.

As more women joined the workforce, and others became involved with social reform movements like prohibition, they became increasingly independent and concerned and vocal about suffrage. Without the power to vote, women could not act upon their thoughts about reforming government. Many women realized as they fought for reform that they themselves had very little influence on government. As half of the human race, women felt entitled to suffrage. Senator Owen agreed because women had the right to be represented because they were taxed (Sec 8). In 1920, the 19<sup>th</sup> amendment was passed giving suffrage to women partly as a result of their contributions to the workforce.

during World War I. However, men still dominated the household and women usually voted as their husbands dictated. Still, this was a great advancement for women's rights. During WWI, women enjoyed greater freedoms and expected to receive a more equal base for participation in government and the 19<sup>th</sup> amendment helped give them opportunities they had long fought for.

The Progressive era would have lasting implications on American government. Franklin D. Roosevelt would encourage more government intervention during times of crisis and big business would no longer be allowed free reign and many of the goals of Progressive reformers would be achieved.

## Anchor Level 5-A

### The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the conditions that led Progressive reformers to address the goals of *protecting consumers*, *regulating child labor*, and *expanding democracy* and by discussing the extent to which each goal was achieved
- Is more analytical than descriptive (muckrakers influenced public opinion; 17th amendment would decrease the influence of monopolists in the United States Senate; 17th amendment would lead to passage of legislation to improve lives of many Americans; involvement of women in reform movements led to demands for suffrage; women usually voted as their husbands dictated but suffrage was still a great advancement; 19th amendment gave women opportunities they had fought for; many of the goals of the Progressive reformers were achieved with the New Deal)
- Incorporates relevant information from documents 1, 2, 3, 5, 6, 7, and 8
- Incorporates substantial relevant outside information (muckrakers; John Spargo, *McClure's*; southern and eastern European immigrants working in meat-packing plants; children of tenement residents worked to help support the family; daycare; FDR's New Deal policies included federal ban on child labor; city bosses would not be able to buy votes; involvement of women in prohibition; 19th amendment; contributions of women to workforce during World War I)
- Richly supports the theme with many relevant facts, examples, and details (Upton Sinclair's *The Jungle*; Theodore Roosevelt; Meat Inspection Act; Jane Addams; Hull House; Florence Kelley; Illinois State Bureau of Labor; LaFollette; secret ballots; initiatives; referendum; recall; direct primary; direct election of senators)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 5. The discussion of regulating child labor does include some references to improving working conditions, but the focus is clearly events that regulated the use of child labor. The quality and amount of outside information added to this response is substantial. Document analysis and relevant historical facts are integrated into an effective, historically accurate narrative.

The Progressive Reformers are quite solely responsible for having crucial changes made in the United States methodology. Their persistence, their unwillingness to fold on their issues and their continuing battles with public support are all factors which have contributed to making our nation a much more pleasant place to live.

Upton Sinclair (Doc's 1 + 2) tackled two specific issues (quality of meat production and working conditions in meat processing factories) in his best seller The Jungle. It's readable, nature & gut wrenching details of the horrors of possible death and disease in the meat packing industry and Jacob Riis' photographs of immigrant families and living conditions in tenements shown new light on a situation frequently overlooked by government officials. It took Upton Sinclair's novel to get President Roosevelt to ask Congress to pass the Meat Inspection Act, setting national reforms of factory life into motion. Combined with the work being done by labor unions, such as the AF of L the lives of the working class began to improve. Although Progressive legislation improved working conditions, the 20th century saw more improvements when the



federal government expanded much of the state legislation – the minimum wage of Massachusetts became a national guarantee during the 1930's.

It was also quite clear that the Meat Packing Industry wasn't the only place begging for change. Jane Adams (Doc. 3) worked in Hull House, a refuge of sorts for many of Chicago's poor – where she learned of the excruciating work days and deadly conditions being imposed on newly arrived immigrant families. Following her active involvement with members of the Illinois legislature, the Illinois factory law was passed, banning child labor for all under the age of fourteen. In the years to follow – a drastic decline in child labor was evident, as shown from the Census Bureau's statistics of the time and the National Child Labor Law of 1916. Although this law was declared unconstitutional by the Supreme Court the fight to keep children out of the work force continued for many years (Doc. 4 + 5).

Candidates on both the state and national level began to base their platforms on reform – and the Progressives had a new battle cry. Politicians like Robert La Follette in Wisconsin and Woodrow

Wilson's run for the Presidency used Progressive goals in their platforms. The Wisconsin Plan included support for direct primaries and better business regulation. Wilson campaigned for the Progressive ideals started by Theodore Roosevelt.

Woodrow Wilson recognized the contributions made by women during World War I and agreed with Senator Owen that women should have the right to vote.

Women had made up half the work force, but their salaries didn't compare to those of their male counterparts. Senator Robert Owen spoke out in 1910 about these discrepancies and caused many people to begin to think and express their feelings about the injustices faced by women. (Document 8)

Eventually, an Amendment was passed, granting suffrage, with out any discrimination based on sex. Equal pay for equal work would not be achieved until the 1970's.

Progressive reformers have done so much for our nation. Their persistence and ability to stand up for what they know is right must be noted, because without their efforts, more would have died from ungodly factory conditions, women would recieve little to no representation, and

on a large scale, our nation would have remained under a chaotic curtain for years to come.

**Anchor Level 5-B**

**The response:**

- Thoroughly develops all aspects of the task evenly and in depth by discussing the conditions that led Progressive reformers to address the goals of *protecting consumers*, *improving working conditions*, and *expanding democracy* and by discussing the extent to which each goal was achieved
- Is more analytical than descriptive (readable nature and gut wrenching details of *The Jungle*; Jacob Riis' photographs shone new light on situations frequently overlooked by government officials; meat packing industry not the only one begging for change; although Progressive legislation improved working conditions, the 20th century saw more improvements when the federal government expanded much of the state legislation; excruciating work days and deadly conditions imposed on newly arrived immigrant families; Wilson recognized contributions made by women in World War I and agreed with Senator Owen that women should have the right to vote)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, 7, and 8
- Incorporates substantial relevant outside information (Jacob Riis' photographs of immigrant families and living conditions in tenements; labor unions such as the AF of L; Chicago's poor; National Child Labor law of 1916 declared unconstitutional; Wisconsin Plan; Woodrow Wilson; disparity in salaries between men and women not achieved until the 1970s; Wilson's campaign for continuation of Progressive ideals started by Theodore Roosevelt)
- Richly supports the theme with many relevant facts, examples, and details (Upton Sinclair's *The Jungle*; President Roosevelt asked Congress to pass the Meat Inspection Act; Jane Addams' work at Hull House; Illinois factory law; Robert La Follette)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 5. Analytical statements and specific historical information are present throughout the discussion; however, at times the focus is lost in generalizations. Document analysis and the conclusions that are drawn contribute to an overall effective response that demonstrates a good understanding of Progressive reforms.

During the late 1800s and early 1900s, Progressive reformers worked to improve American society. They had many goals, but the ones being described here will be the protection of consumers ~~and~~ regulation of child labor <sup>and the</sup> improvement of working conditions.

First, let's discuss the protection of the consumers. You have to make sure they're healthy, otherwise you'll lose business once word gets out (and it always does) harmful materials were still produced and bought (cheaper than safer, you know?) like chemical preservatives, harmful dyes + adulterants. Books like The Jungle by Upton Sinclair helped bring these facts to light. President Roosevelt read the book and thought of his experiences in Cuba during the Spanish-American War when many soldiers sickened from eating spoiled meat products. He asked Congress to pass the Meat Inspection Act, and they did even though many in Congress were not in favor of government involvement in business activities. This act included \$3 million dollars toward a new, tougher inspection system, where government officials could be on hand day + night to condemn animals unfit for human consumption (Doc 2). Inspection costs would be paid for by the government not the companies. Although not a perfect system, it was a step in the right direction.

The protection of consumers and the conditions of the work place are related. If workers labor day in and day out exhausted and in filthy conditions with all kinds of disease and germs floating around, how safe would either the workers or the consumers be? Not only that but the conditions they worked in were deplorable. In meat-packing plants, workers would be cut and scraped everywhere relentlessly. They would have no nails and swollen knuckles from their hard labor (Doc. 1). In clothing making factories, everyone was bunched in a crowded hot rooms. If one person got sick, they all eventually got sick. Hands and fingers (along with other limbs) were cut off after getting ~~cut~~ caught in the machinery because it had no safety features. Some lost their <sup>hope and even their</sup> lives in the workplace. They used to be locked in those rooms so that labor union organizers and others could not come in to talk to them and they could not leave. An incident in New York changed that. A fire broke out, claiming most everyone locked inside that huge deathtrap which firemen could not reach. Fire regulations (sprinklers, exits, extinguishers, drills) were instituted to keep workers safe. but it was too late for those young women making shirtwaist dresses at the Triangle Shirt-waist Factory. (Doc. 4)

Another big thing was the child labor. Young children were made to work almost as soon as they could walk for pennies a day. The working hours were long and hard. And to add salt to this wound, they worked in the same conditions as the adults. Soon laws were passed to regulate and restrict this type of slave labor (Doc 3). The conditions improved, the working hours decreased, and they could only work when they turned fourteen. Child labor dropped dramatically with the passage of laws on both the state and the federal levels and with the arrival of mandatory attendance in schools. (Doc. 5).

And so, in conclusion, Progressive reformers actually did well in these areas. Consumers were safer and workers and children weren't so badly treated in the work place. Of course, inspectors can be bought, unsafe materials are still cheaper, working regulations have loopholes, and children continue to work in sweat shops at a young age illegally. But at least there's a chance they can be caught. The future has hope thanks to the work of the Progressive reformers.

## Anchor Level 4-A

### **The response:**

- Develops all aspects of the task by discussing the conditions that led Progressive reformers to address the goals of *protecting consumers*, *regulating child labor*, and *improving working conditions* and by discussing the extent to which each goal was achieved
- Is both descriptive and analytical (businesses have to be healthy because bad publicity will lead to loss of money; although not a perfect system, it is a step in the right direction; bad conditions in the workplace not good for workers or consumers; fire regulations came too late for young women at Triangle Company; child labor is slave labor; working regulations had loopholes; children continue to work in sweatshops illegally; the future has hope thanks to the work of the Progressive reformers)
- Incorporates relevant information from documents 1, 2, 3, 4, and 5
- Incorporates relevant outside information (Roosevelt's experiences in Cuba during the Spanish American War; many Congressmen not in favor of government involvement in business activities; inspection costs paid for by the government; Triangle Shirtwaist Fire; doors locked so union organizers would not talk to workers; mandatory attendance in schools)
- Supports the theme with relevant facts, examples, and details (Upton Sinclair's *The Jungle*; President Roosevelt; Meat Inspection Act; government officials could condemn animals unfit for human consumption; no safety features on industrial machinery)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that links Progressive reforms to continuing problems of the present

**Conclusion:** Overall, the response fits the criteria for Level 4. The analysis in this response demonstrates a thoughtful and different approach to the discussion of Progressive reform. This essay incorporates some relevant outside information to enhance document information but lacks the depth of analysis and specific details prevalent in a Level 5 response.

The United States prospered in the period after the Civil War. However, prosperity breeds corruption. Progressive reformers were the Americans who chose to deal with this corruption. Their goals included improving working conditions, expanding democracy and regulating child labor.

Factories were dangerous places to work and without government intervention they would have continued to get worse. There were constant injuries in places like meat factories that were never dealt with and employees never received compensation for their injuries. Upton Sinclair, a muckraker, wrote about the horrors of the meat packing industry in his book The Jungle (Doc 1). Readers were shocked and dismayed when they read of the appalling occurrences in this book. They demanded reform. President Theodore Roosevelt read the book and did just that. He introduced a bill that provided \$3 million toward a new, tougher inspection system (Doc 2). Overtime inspection standards for meat have gotten even tougher and American consumers have developed more confidence in their meat products. The federal government has also become more involved in making sure the drugs we take are effective and safe, some of the vegetables grown on American farms are grown with-



out pesticides, and product labeling is not misleading. Once muckrakers began looking into industries there were many more calls for reforms. The terrible fire at the Triangle shirtwaist factory led to the requirement in New York for automatic sprinklers for all floors above the seventh floor and working fire escapes and other escape routes. (Doc 4) Today businesses are required by the federal government to make evacuation plans, conduct fire and safety drills, and make sure that their employees work in a safe and healthy environment.

An important goal of the progressives was the expansion of democracy. The right to vote had been denied to women even though they had met in Seneca Falls to discuss the issue many years earlier. Their influence on society was continuously growing with their mass introduction to the work force before and during World War I. It was only fair to give the suffrage to the other one-half of the American people (Doc 8) Women like Susan B. Anthony and Lucretia Mott were vocal members of the campaign for women's suffrage. They and other reformers believed women could make unique contributions to the political process based on their life experiences as

mothers and workers. This campaign resulted in the 19<sup>th</sup> amendment.

Most progressive reformers felt that children should not be forced to work in factories for long days because they were missing their childhood. They did not have opportunities to improve their future by going to school. Many reformers such as Jane Addams recognized this fact and recommended legislation to prevent this occurrence. Fourteen became the fixed age at which children could be employed in Illinois. (Doc 3) Although child labor was on the rise during the late 1800s, the trend completely changed around 1900 and the child labor population significantly declined.

The progressive reformers recognized a problem in the American way of life and made an effort to change it. They were very successful in accomplishing their goals and encouraged others to follow in their footsteps. No political system is perfect and any person who takes an active role in altering the imperfections should be respected and admired.

## Anchor Level 4-B

### **The response:**

- Develops all aspects of the task by discussing the conditions that led Progressive reformers to address the goals of *improving working conditions*, *expanding democracy*, and *regulating child labor* and by discussing the extent to which each goal was achieved
- Is both analytical and descriptive (Progressive reformers recognized problems in American life and made efforts to change; Progressives encouraged others to follow in footsteps; people who take an active role in improving society should be respected; prosperity breeds corruption; Progressives were the Americans who chose to deal with this corruption; without government intervention, conditions in workplace would get worse; readers dismayed at appalling occurrences described in *The Jungle* and demanded reforms; American consumers developed more confidence in meat products; government became more involved in making certain drugs are effective and safe; women could contribute to political process based on life experiences as mothers and workers; children employed in factories missed childhood and opportunities to go to school)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 8
- Incorporates relevant outside information (Civil War; employees never received compensation for their injuries; meat inspection standards tougher; muckrakers; vegetables grown without pesticides; product labeling not misleading; Triangle Shirtwaist Fire; today businesses required by federal government to make evacuation plans and conduct fire and safety drills; Seneca Falls Convention; Susan B. Anthony; Lucretia Mott)
- Supports the theme with relevant facts, examples, and details (factories were dangerous places to work; injuries in the workplace never dealt with; Upton Sinclair's *The Jungle*; suffrage; 19th amendment; Addams recommended legislation to stop forcing children to work in factories; child labor used during 1800s but after 1900 declined)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 4. Document information is summarized and some relevant outside information is used to emphasize and add to this information. Facts are mentioned without an explanation of the details and, in the example of child labor, an overgeneralization leads to an inaccurate statement that child labor completely changed around 1900. Contemporary examples are used to mention the extent to which consumer protection and working conditions are being addressed, but they are not developed.

The ~~n~~nineteenth century closed as the twentieth century began all with a common goal for members of the Progressive party. The Progressives worked to improve conditions of society that were in desperate need of changing. Unsafe working conditions, child labor, and protecting consumers were at the top of their lists to be reformed in the 1900s.

Working conditions in factories were ~~for~~ far from safe or healthy. On a daily basis people were forced to work eighteen hour days, and sometimes even sleep in the factories. They ~~were~~ were not fed well, and not in a safe environment. They were subject to disease, rats, and dangerous machinery and anyone of these could take their lives, or make them very ill. After the publication of Upton Sinclair's novel the government ~~were~~ was given a wake up call, and knew it was time to make a change. As demonstrated in (Document 1) Upton Sinclair's The Jungle men were forced to work long hard hours. During this time they were subject to disease, being injured by products of machinery, or losing anything from fingernails to hands. The hours spent within the disease ridden factory were

hard and numerous. As seen in Davidson and Lytle's After the Fact: The Art of ~~History~~ Historical Detection (document 2), Sinclair's novel caused quite a stir. The public was outraged and so was the President. Soon after the book's ~~release~~ release the Meat Inspection Act and the Pure Food and Drug Act were passed. The bills provided money for tougher inspections which led to better working conditions. Finally as seen in the graphic "State Actions Affecting Working Conditions" (Document 4) laws were passed in all different states with rules that made the work place safer. New requirements such as fire sprinkles, ventilation, and frequent inspections all led to the improvement in working conditions.

After the ~~set~~ release of Sinclair's The Jungle consumers became concerned about their rights as well as their safety. After all they ~~were~~ were the ones buying the unsafe products whether it be food or clothing. People became concerned about their rights and how they were being protected. They were eager for the government to make a change and pushing

for it to happen sooner. As seen in Davidson and Lytle's After the Fact: The Art of Historical Detection (Document 2), the President had everyone's safety in mind when asking the Congress to pass the Pure Food and Drug Act of 1906. This act assured consumers that their food was being made in sanitary, safe manner. Also, that nothing would be added unnecessarily to the food. Finally as seen in the graphic ~~"Actions"~~ "State Actions Affecting the Working Condition" New York and ~~Ill~~ Illinois passed legislation that would require factories to be more sanitary and healthier in their practices of making and packaging food something which let consumers everywhere rest easier. Consumer concerns are still an issue in America and today there are all kinds of regulations regarding packaging, labeling, and distribution of food. Consumer Reports are looked at by some before major purchases are made to determine product safety.

In the early 1900's one of the cheapest most popular ways for factory owners to get their jobs done was through child labor. Little

children would usually do what they were told and could be counted on not to join labor unions or participate in strikes. In most cases children had to work in order for their family to survive. After working for many ~~years~~ hours each day, children would return to crowded tenements which they shared with other poor families. These children were overworked, underpaid, but most of all uneducated making it even worse. Not being able to get ahead, these families became discouraged. Often disease and malnutrition took their toll. Progressives saw the need to improve both living and working conditions and caused an uproar to ensure a better America. ~~happen~~. As seen in Jane Addams' Twenty Years at Hull House, child labor was ~~ruining~~ ruining the minds and spirits of the ~~kids~~ kids who worked there. As result of the Addams pushed to make the legislation go through. As seen in the graph Child Labor 1870-1930 (Document 5) the passage of laws limiting child labor helped it to drop to almost only 5% of 10-15 year olds and still dropping ~~after~~ afterward. The Child Labor laws being instituted

helped to make many people happier and give the lives of the children back to them.

Progressive Movement proved to be quite successful in the beginning of the twentieth century. The passage of laws to protect consumers, prevent child labor, and improve working conditions helped to make America a better place to live.

Anchor Level 4-C

**The response:**

- Develops all aspects of the task by discussing the conditions that led Progressive reformers to address the goals of *improving working conditions*, *regulating child labor*, and *protecting consumers* and discussing the extent to which each goal was achieved
- Is more analytical than descriptive (working conditions far from safe or healthy; consumers became concerned about rights as well as safety after publication of *The Jungle*; consumers were the ones buying unsafe products; people more concerned about their rights and they were eager for the government to make a change and wanted it to happen sooner; the President had everyone's safety in mind when asking Congress to pass Pure Food and Drug Act; consumer concerns continue to be a concern in America today; factory owners saw children as cheap labor; uneducated children made things worse; Progressives wanted to ensure a better America; child labor ruining minds and spirits of kids who worked; child labor laws made people happier and gave lives of children back to them; little children would do what they were told; families became discouraged; disease and malnutrition took their toll; Progressive legislation helped make America a better place to live)
- Incorporates relevant information from documents 1, 2, 3, 4, and 5
- Incorporates relevant outside information (sometimes workers had to sleep in factories; Pure Food and Drug Act; children had to work in order for their family to survive; crowded tenements; *Consumer Reports*; children would not join labor unions and strike)
- Supports the theme with relevant facts, examples, and details (dangerous machinery; safe environment; Upton Sinclair's *The Jungle*; Meat Inspection Act; many regulations concerning packaging, labeling, and distribution of food; fire sprinklers; ventilation; Jane Addams; Hull House; New York and Illinois legislation; Addams pushed to make legislation go through; child labor laws contributed to drop of children in workforce)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 4. Although outside information is somewhat limited, the documents are used extensively and good analysis is used to explain that document information. Analysis is utilized as a transition between documents and to draw conclusions about Progressive reform efforts.



During the late 1800's and early 1900's, work labor was a horrendous thing in America. The wages were poor and the work was long and dangerous. Progress<sup>ive</sup> reformers worked to better these conditions. Their goals to improve labor were regulating child labor and improving working conditions. They also wanted to expand democracy.

Children were involved in the work force as much as adults were. Jane Addams<sup>1</sup> discovered while working at Hull House that children often work 14 hour days. She wanted to improve the childrens working conditions. As investigations went on concerning the child labor the Legislature was recommended to make changes. The factory law of Illinois was passed which regulated the amount a child worked and at what age they could work.

All of those that worked in factory's were paid little money<sup>and</sup> recieved hardly any benefits. Women didn't have the rights that men had including the right to vote. According to Senator Robert Owen's speech in 1910, <sup>2</sup> he believed women should have the right to vote. He believed that women should receive equal pay as men. They perform the same amount of work and yet men get paid more. The Oregon law that was passed

in 1913 required that all workers which would include women get paid overtime for working longer than ten hours a day. The passage of the 19th Amendment gave women the right to help elect representatives who would support legislation for equal pay.

"is a fearful kind of work, that began at four o'clock in the morning, and that wore out the most powerful men in a few years..." This quote was taken from Upton Sinclair's *The Jungle*. The working conditions described in the factory's were dangerous and unhealthy. Many were killed because of dangerous, unpredictable machinery, especially because they often had no safety features. When President Theodore Roosevelt read *The Jungle*, he was outraged as were many of the other readers. According to the President's reaction he held a meeting with Upton Sinclair to discuss what steps would be necessary to improve the working conditions.

The American work society in the late 1800's and early 1900's was very poor. The men, women and children who worked in the sweatshop, factories were exploited by the factory owners. They were paid little to work long, dangerous hours. The progressive reformers wanted to change the conditions for the better. They

were successful in getting some states to pass Acts such as the Oregon law that required overtime pay. The Progressives were overall successful and by the mid-1900's the American economy was one of the best in the world.

**Anchor Level 3-A**

**The response:**

- Develops all aspects of the task with little depth by discussing the Progressive goals of *regulating child labor*, *improving working conditions*, and *expanding democracy* and by discussing the extent to which each goal was achieved
- Is both descriptive and analytical (wages poor and work long and dangerous; children involved in work force as much as adults were; legislature recommended to make changes concerning child labor from an investigation that showed working conditions in factories dangerous and unhealthy; factory workers exploited by factory owners; paid little to work long, dangerous hours)
- Incorporates some relevant information from documents 1, 2, 3, 4, and 8
- Incorporates limited relevant outside information (factory workers received hardly any benefits; passage of 19th amendment gave women the right to elect representatives who would support legislation for equal pay)
- Includes some relevant facts, examples, and details (Jane Addams; Hull House; factory law of Illinois; women did not have the right to vote; Senator Robert Owen; women should receive equal pay to men for the same amount of work; Upton Sinclair's *The Jungle*; President Roosevelt's meeting with Sinclair to discuss steps necessary to improve working conditions; Oregon law)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and concludes by summarizing the problems successfully addressed by the Progressives and implying that improvements in working conditions have helped the American economy

**Conclusion:** Overall, the response fits the criteria for Level 3. The response uses the Progressive goal of improving working conditions as an organizational tool. Child labor and women's rights are both linked to improvements in working conditions. Document information is used as the basis for some analytical statements and the discussion shows a good understanding of the Progressives' role in improving working conditions.

During the late 1800's and early 1900's, Progressive reformers worked to improve American society. Their goals included protecting consumers, regulating child labor, improving working conditions, and expanding democracy. These goals were all horrible before the Progressive reformers tried to help make them better.

Bad working conditions was one of the biggest goals that the Progressive reformers had. In document 1, it states that men were cutting meat and packaging food with acid and many of them that worked with knives wouldn't have a thumb. The mens hands would be so cut and scared that you couldn't tell where they begin or end. They wouldn't have any nails left because they would wear them down from pulling hides. Their knuckles would be swollen. Men that worked in cooking rooms would have to work in steam and sickening odors, artificial lights, and would have to work where tuberculosis could live for maybe two years. Many men began working at 4 in the morning. Long hours and poor working conditions often led to more errors and even deaths. In document 2, it states that Theodore Roosevelt read about these conditions and he wanted to put a stop to them. So he persuaded Congress to help clean up the meat industry. He asked Congress to pass a bill that would help the conditions of the meat industry. He signed a meat Inspection Act law that states that packers are banned from using any unhealthy dyes, chemical preservatives, or adulterants. The act also gave \$3 million dollars towards a tougher inspection system. That way the inspectors could be on hand day or night to condemn animals unfit for human consumption. This improved the lives of consumers because it led to safer and healthier food, but it also led to improved working conditions.

Child labor was another big goal for the Progressive reformers. In document 3 it states, that children were working in sweatshops. They worked to help support their ~~their~~ families and put food on the table. They would work from morning to night. There were ~~many~~ women working in sweatshops and much of the time they ~~were~~ were working with children. Children as young as 4 years old would be working in factories instead of being in school. At that time the only child labor law they had was were children cannot work in mines. Then the Illinois State Bureau of Labor finally passed a law that stated only a child of 14 and older may be employed. This meant that younger children could go to school.

Many states started to change or make new laws. In document 4, there are 5 different states that have passed laws that have to deal with the working conditions, safety, and child labor. Illinois passed the Illinois Occupational Disease Act. Wisconsin becomes the first state to pass Workers Compensation legislation. Wisconsin also limits the hours of work for women and children. New York passes dozens of laws to create healthy and safe factory conditions. Massachusetts passes first state minimum wage laws. Oregon law states to pay overtime to workers in mills and factories. All of these new laws came into effect between 1911 and 1913. People finally started seeing what was happening in our factories.

These goals that the Progressive reformers were working towards really payed off. People finally started to open their eyes and see what was happening right in front of their faces. That just shows how blind

people can really be. If the Progressive ~~ref~~ reformers never tried to change these things, then who knows what today might have been like. Be like the Progressive Reformers and work as hard as you can towards your goal, because in the end it will be worth the effort.

**Anchor Level 3-B**

**The response:**

- Develops most aspects of the task in some depth by discussing two Progressive goals (*improving working conditions* and *regulating child labor*) and by discussing the extent to which these goals were achieved
- Is more descriptive than analytical (long hours and poor working conditions often led to more errors and deaths; Roosevelt persuaded Congress to help clean up the meat industry; Meat Inspection Act improved lives of consumers because it led to healthier and safer food; Meat Inspection Act led to improved working conditions)
- Incorporates some relevant information from documents 1, 2, 3, and 4
- Incorporates limited relevant outside information (children working to support their families and put food on the table; children younger than 14 could go to school)
- Includes some relevant facts, examples, and details (Theodore Roosevelt; Meat Inspection Act; sweatshops; in Illinois children could not work in mines; Illinois Occupational Disease Act; Wisconsin first state to pass workers compensation legislation; Massachusetts first minimum wage laws)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that focuses on the success of the Progressives and how their success influenced people today

**Conclusion:** Overall, the response fits the criteria for Level 3. Although most of the response is based on document information, that information is organized into a narrative that shows a good understanding of working conditions and child labor. The summary of the laws in document 4 that apply to improving working conditions and regulating child labor shows the direct influence of the states in achieving Progressive goals.

During the early Twentieth Century, Progressors saw the flaws of the U.S. industry and demanded a change. Among these changes were to clean up the work conditions, reduce child labor, and to give women equal rights to vote. Many progressors reached word of the U.S. presidents, and seeked to find change.

One of the major issues Progressive Reformers brought up was the working conditions. Upton Sinclair's "The Jungle" gave a clear and vivid picture of what it was like in meat packers lives. He describes how the workers have no nails, cuts all over their hands, and the place smells of gross odors. When President Roosevelt read Sinclair's book, he wanted to make a change. Roosevelt signed The Meat Inspection Act that banned packers from unhealthy dyes, chemical preservatives, and adulterants. Also the states took actions to stop crucial bad working conditions. In 1911, the Illinois Disease Act stopped the ventilation, sanitation, fumes, and temperature. In 1912 the Bureau of fire prevention regulated safety checks in the workplace. This included fire escapes, safe gas jets, fire proof receptacles, escape routes, and fire drills.

The progressive Reformers had a major effect on how the U.S. government saw the problems in the workplace. Many changes were made to <sup>improve</sup> working conditions.

The Progressive Reformers also wanted to help stop child labor. Jane Adams wrote "Twenty Years at Hull House" to show what it was like for children. In this she described how boys from Hull House were injured at a neighborhood factory because a machine didn't have a guard which would only cost a few dollars. Many children worked from 7:00 AM till 9:00 PM. That's a 14 hour shift!! As a result of her thoughts, an investigation was started. The Illinois State Bureau made it so that children must be 14 years of age to be employed. This meant that younger children could go to school. The United States Bureau of the Census shows an obvious decrease in child labor from 1900-1930. This decrease shows that the Progressive Reformers made a huge difference in stopping child labor.

The Progressive Reformers also wanted women to be given more rights. In senator Robert Owen's speech he addresses this problem. He states that women do half of the work in the workplace and only get paid half that of men. They work in harder



conditions due to the lack of ballot. By the women being as strong as they are and working as hard as they do, Owen believes the women should get the right to vote. Soon after his speech women were given the ballot in the 19th amendment. Throughout the Twentieth Century the Progressive Reformers had many goals to make the U.S. industry better. Some of these were to reduce child labor, make better working conditions, and to give women more rights. By doing this, the U.S. government began to do all they could to make the U.S. industry a better place.

Anchor Level 3-C

**The response:**

- Develops all aspects of the task with little depth by discussing the Progressive goals of *improving working conditions, regulating child labor, and expanding democracy* and by discussing the extent to which each goal was achieved
- Is more descriptive than analytical (Sinclair's *The Jungle* gave a clear and vivid picture of what meat packers' lives were like; plants smell of gross odors; women do half of the work and only get half that of men)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 8
- Incorporates limited relevant outside information (children under 14 could go to school; 19th amendment gave women the ballot)
- Includes some relevant facts, examples, and details (Sinclair's *The Jungle*; President Roosevelt; Meat Inspection Act; Jane Addams; Hull House; many children worked 14-hour shifts; decrease in child labor from 1900–1930; Illinois Disease Act; Bureau of Fire Prevention; Illinois Factory Law; Senator Robert Owen; lack of ballot)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. Although all aspects of the task are addressed, the information from the documents is limited and few supporting details are provided. The few statements that provide outside information help strengthen the quality of the response.

DURING THE LATE 1800s AND EARLY 1900s, PROGRESSIVE REFORMERS WORKED TO IMPROVE AMERICAN SOCIETY. THEIR GOALS INCLUDED PROTECTING CONSUMERS, REGULATING CHILD LABOR, IMPROVING WORKING CONDITIONS, AND EXPANDING DEMOCRACY.

IN REGULATING CHILD LABOR, PROGRESSIVE REFORMERS HAD A LOT TO BATTLE. PARENTS NEEDED THE MONEY AT THE TIME SO ALL THE CHILDREN HAD TO WORK. PROBLEM WAS THAT MOST CHILDREN WERE WORKING UNDER EXTREMELY UNHEALTHY CONDITIONS. THEY OFTEN WORKED FROM VERY EARLY IN THE DAY, TO VERY LATE A NIGHT. THIS DISCOURAGED CHILDREN FROM ATTENDING SCHOOL. BOYS WERE PUT IN MINES TO DIG COAL AND OFTEN LOST FINGERS, LIMBS AND EVEN THEIR LIVES. GIRLS AS YOUNG AS FOUR WORKED IN SWEATSHOPS AND FACTORIES THAT WERE UNBEARABLY DUSTY AND HOT. THIS HARD LABOR UPON CHILD WAS SO MISERABLE THAT CHEERFUL OCCASIONS LIKE CHRISTMAS COULD NOT BE ENJOYED BY THEM.

WORKING CONDITIONS FOR ADULTS DURING THIS TIME WAS HORRIBLE. DOCUMENT 1 WAS AN EXERPT FROM UPTON SINCLAIR'S THE JUNGLE. THIS PASSAGE PAINTS A PICTURE OF UNSANTAREY AND UNWORKABLE CONDITIONS, INFLICTED UPON POOR AMERICANS. WORK BEGAN AT FOUR AM AND LASTED TILL LATE AT NIGHT WITH ONLY DIM ARTIFICIAL LIGHT GUIDING THEM. SCRAPES COULD LEAD TO INFECTION, DISEASE OR EVEN DEATH. ALL OF THIS WAS WELL DOCUMENTED BY SINCLAIR AND WAS BROUGHT TO THE ATTENTION OF PRESIDENT ROSEVELT. NOW THAT THE WORLD WAS

AWARE OF THE PROBLEM, SOMETHING HAD TO BE DONE.

ROOSEVELT INVITED SINCLAIR TO SPEAK AT THE WHITE HOUSE AND PROMISED TO HELP WITHIN HIS POWER. AND HE DID. FDR SET UP THE MEAT INSPECTION ACT, WHICH BANNED PACKERS FROM USING ANY UNHEALTHY DYES, CHEMICAL PRESERVATIVES OR ADULTERANTS. ACCORDING TO DOCUMENT 2, THE BILL PROVIDED \$3 MILLION TOWARD A NEW, AND TOUGHER INSPECTION SYSTEM. DOCUMENT 4 LISTS OTHER STATE ACTIONS AFFECTING WORKING CONDITIONS. IN 1911, THE ILLINOIS OCCUPATIONAL DISEASE ACT WAS ENFORCED PASSED WHICH DEALT WITH VENTILATION, SANITATION, FUMES, AND TEMPERATURE ON THE JOB. ALSO IN 1911, WORKMAN'S COMPENSATION LEGISLATION WAS IS PASSED. IN 1912, BUREAU OF FIRE PREVENTION OF NEW YORK REQUES AUTOMATIC SPRINKLERS, BROADENS REGULATON AND INSPECTION OF WORKPLACE SAFETY WITH FEATURES LIKE; FIRE ESCAPES, SAFE GAS JETS, FIREPROOF RECEPTACES, ESCAPE ROUTES AND FIREDRILLS. IN MASSACHUSETTS THE FIRST STATE MINIMUM WAGE LAW IS SET IN 1912. AND IN 1913, OREGON REQUIRES PAYMENT OF OVERTIME FOR WORKERS IN MILLS AND FACTORIES (OVER 10 HOURS A DAY).

## Anchor Level 2-A

### **The response:**

- Develops some aspects of the task in some depth by discussing two Progressive goals (*regulating child labor* and *improving working conditions*) and by discussing the extent to which working conditions were improved
- Is primarily descriptive; includes isolated application and analysis (Progressive reformers had much to battle in regulating child labor; most children working under extremely unhealthy conditions; Roosevelt promised to help within his power)
- Incorporates limited relevant information from documents 1, 2, 3a, and 4
- Presents some relevant outside information (parents needed the money so children had to work; boys put in mines to dig coal and often lost their lives; children discouraged from attending school; factories unbearably dusty and hot; Christmas could not be enjoyed)
- Includes few relevant facts, examples, and details (children often worked from very early in the day to very late at night; Sinclair's *The Jungle*; President Roosevelt; Meat Inspection Act); includes an inaccuracy (FDR instead of Theodore Roosevelt)
- Demonstrates a general plan of organization; includes an introduction that is a copy of the historical context and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. Document information and outside information are integrated to address the conditions that led Progressives to address the goal of regulating child labor. The excerpt from *The Jungle* is briefly summarized and the Meat Inspection Act and some of the actions in document 4 are summarized to show the extent to which working conditions were improved. However, not enough of the task is addressed to warrant a higher level score.

The late 1800s and early 1900s were great decades for improved civil liberties and exercise of freedom of speech. Some main issues at the time were expanding democracy, regulating child labor, and protecting consumers. The increase in these things were due to the findings of the muckrakers, writers who publicized corruption in business and politics, and the growth of labor unions, such as the AFL. Also, the increase of women working outside the home during World War I led to an increase in the suffrage, right to vote, movement. Some influential people of this day were Upton Sinclair, Jane Addams, and Senator Robert Owen.

A major issue of this age was the corrupt practices of business especially the meat packing industry. A muckraker, Upton Sinclair publicized these unfair practices in his book The Jungle. He showed the brutal conditions the workers went through, and how the meat was treated as shown in document 1.

Another problem was regulating child labor which is discussed in document 3. An advocate of this child labor restrictions was Jane Addams who publicized it in her book Twenty Years at Hull House where she shows the brutality the children went through.

Another very important problem of this day was expanding democracy, specifically to women. An advocate Senator Robert Owen described the reasons why women should get the right to vote in Document 8. Some reasons were that they did half the work in the world, and they were being taxed without representation, one of the causes of the American Revolution.

All of these Progressive reforms were successful. Upton Sinclair's novel got President Theodore Roosevelt to pass the Meat Inspection Act as shown in Document 2 which set laws for meat packing and increased inspection. Jane Addams was successful because the child labor age was lifted to fourteen, and also in Document 5 you can see that child labor continued to decrease in later decades. Senator Robert Owen's beliefs were successful because women got the right to vote in 1920. All the work of all these people greatly contributed to making America into the country it is today.

## Anchor Level 2-B

### **The response:**

- Minimally develops all aspects of the task by mentioning the conditions that led Progressive reformers to address the goals of *improving working conditions*, *regulating child labor*, and *expanding democracy* and by mentioning the extent to which each goal was achieved
- Is primarily descriptive; includes weak and isolated application and analysis (muckrakers publicized corruption in business and politics; Senator Owen described the reasons why women should get the right to vote; women taxed without representation; brutal conditions of workers)
- Incorporates limited relevant information from documents 1, 2, 3, 5, and 8
- Presents little relevant outside information (muckrakers; AF of L; women working outside the home during World War I)
- Includes few relevant facts, examples, and details (suffrage; Upton Sinclair's *The Jungle*; Jane Addams; Senator Robert Owen; growth of labor unions; taxation without representation one of the causes of the American Revolution)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 2. The introduction mentions groups and individuals who were instrumental in achieving Progressive reforms. The conditions that led Progressive reformers to try to improve American society are briefly summarized, but the summaries lack supporting details. The conclusion summarizes the extent to which specific Progressive leaders were successful in achieving their goals.

In the United States, during the late 1800<sup>s</sup>, and early 1900<sup>s</sup>, a certain political party was on the rise. The ~~party~~ third party was called the Progressive party. Progressive Reformers worked hard to address certain ~~an~~ unfair problems in American society. Goals such as passing, and enforcing child labor laws, and the expansion of Constitutional rights, helped save, and protect millions of lives.

In 1906, a powerful Progressive member published a book entitled The Jungle. The author Upton Sinclair, wanted to bring to light the horrors of the ~~meat~~ meat packing industry. Expressing the dangerous conditions the workers faced, and the maltreatment of the meat, he was able to bring about new laws (document 1). President Theodore Roosevelt promised, ~~and~~ ~~and~~ to create safer conditions, and products by signing the Meat Inspection Act (document 2).

Another reformer that emerged during this time, was James Addams. An author himself, he wanted to show society/government the lack of child labor laws. In his writings.



he talked about the horrifying work day of an underage child. Through vivid description of the 14 hour days, and unsafe machinery, Addams was able to push congress into passing sanitation laws, which helped save thousands of lives (document 3). Due to numerous other groups, such as child labor unions, there was a sharp decrease in the amount of children under the age of 15 employed, as well (document 4).

Besides children, womens rights were also a major goal, on the minds of Progressive reformers. Amongst the topics brought to attention, ~~was~~ was womens suffrage. For ~~years~~ years women had been fighting for their right to vote, and with the new changing society advocates saw their chance for success. Robert Owen, a senator made a speech in 1910, ~~and~~ stating the reasons why women should vote. Facts such as women making up approximately half the work force, and their capability to understand state government, were discussed. ~~With~~ With Owen's help, the 19<sup>th</sup> amendment was passed, granting women the right to vote (document 8).

The Progressive reformers, during the late 19<sup>th</sup> century, and early 20<sup>th</sup> century, helped better American society. With reformers such as Upton Sinclair, and Robert Owen helped bring about equal rights, and safer working conditions, which paved a road to a better society now, and in the future.

Anchor Level 2-C

**The response:**

- Minimally develops all aspects of the task by mentioning the conditions that led Progressive reformers to address the goals of *improving working conditions, regulating child labor, and expanding democracy* and by addressing the extent to which each goal was achieved
- Is primarily descriptive; includes faulty, weak, and isolated application and analysis (Sinclair wanted to bring to light the horrors of the meat packing industry; Roosevelt promised to create safer conditions and products by signing the Meat Inspection Act; horrifying work day of an under-aged child; with the changing society, advocates of suffrage saw their chance for success)
- Incorporates limited relevant information from documents 1, 2, 3a, 5, and 8
- Presents little relevant outside information (19th amendment giving women the right to vote)
- Includes few relevant facts, examples, and details (Upton Sinclair's *The Jungle*; President Theodore Roosevelt; Meat Inspection Act; Senator Robert Owen; suffrage); includes inaccuracies (Progressive goal: expansion of Constitutional rights; refers to Jane Adams as James Addams; Congress passed sanitation laws, which helped save thousands of lives; numerous other groups such as child labor unions)
- Demonstrates a general plan of organization; contains digressions; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 2. Few historical facts are used to support general statements. Inaccurate statements appear throughout the response and detract from the overall quality of the discussion.

During the 1800 and 1900s progressive reformers worked to improve ~~the~~ American Society. Their goal was to protect consumers, regulating child labor, improving working conditions, etc.

Progressive reformers wanted to regulate child labor by <sup>setting</sup> ~~improving~~ a certain <sup>age</sup> to work in a factory as in document 3. An example of a person who wanted to regulate child labor was Jane Adams who was in Illinois. She had children the age of ~~four~~ <sup>four</sup> working in factories.

Progressive reformers goal was to protect consumers from unconditional ~~working~~ <sup>and</sup> unhealthy factories. Their goal was to provide safer factories which consumers ~~wouldn't~~ wouldn't get ~~hurt~~ hurt by pushing trucks which will cause <sup>a</sup> person to get a scrape or sore that could kill a person as in Document 1 consumers were losing thumbs and getting all cut up and things because of the ~~the~~ factories not being safe enough to work in, which wasn't good and very dangerous because many people were losing their lives.

Progressive reformers wanted to improve working conditions. Their goal was to make sure factories was in a safe, healthy conditions where ~~is~~ people could work in and ~~also~~ to achieved this goal president Roosevelt brought out a bill ~~and~~ along with proverbial big sticks which provided tougher inspection. As in Document 2 it banned the ~~the~~ packers from using unhealthy dyes, chemical preservatives and adulterants.

These was progressive reformers goals in attempt to

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**Anchor Paper – Document–Based Essay—Level 1 – A**

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to improve American Society. And achieved these  
goals of improving working conditions, protecting consumers  
regulating child labor and expanding democracy.

**Anchor Level 1-A****The response:**

- Minimally develops some aspects of the task by mentioning conditions that led Progressive reformers to address the goals of *regulating child labor* and *improving working conditions* and by mentioning the extent to which the goals of *regulating child labor* and *protecting the consumer* were successful
- Is descriptive (Progressive reformers wanted to regulate child labor by setting a certain age to work in a factory; goal to provide safer factories; factories not safe to work in); lacks understanding and analysis
- Consists primarily of relevant and irrelevant information copied from documents 1, 2, and 3
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (Jane Addams, one person who wanted to regulate child labor; children of four worked in Illinois factories); includes inaccuracies (refers to consumers instead of factory workers in *The Jungle* segment; many people losing lives in factories)
- Demonstrates a weakness in organization; lacks focus; includes an introduction and a conclusion that restate the theme

**Conclusion:** Overall, the response fits the criteria for Level 1. Document information is selected randomly and copied verbatim. The response confuses the goals of improving working conditions with the protection of consumers. Although mention is made of how Progressive reformers worked to improve American society, erroneous examples are used to support that information.

During the late 1800's + early 1900's, progressive reformers worked to improve American society.

One of the goals to ~~bring~~ give improvement was to ban child labor. An investigation of an Illinois Factory led to the Illinois Factory act. This regulated sanitary conditions + raised minimum labor age to 14. The act was quite successful + child labor fell ~~to~~ almost to non existence in 1930.

Another goal was women being paid equally to men for the same job. Senator Robert Owen spoke out + succeeded in giving them the right to vote so they could eventually get equal pay.

Another goal was unsanitary meat packing factories. At those times, these factories were extremely unsanitary. Theodore Roosevelt passed the meat inspection act.

Anchor Level 1-B

**The response:**

- Minimally addresses all aspects of the task by mentioning conditions that led Progressive reformers to address the goals of *regulating child labor*, *expanding democracy*, and *improving working conditions* and by mentioning the extent to which each goal was achieved
- Is descriptive (investigation of Illinois factory led to Illinois Factory Act; Factory Act quite successful in preventing children under 14 from working; goal was women being paid equal to men for the same job); lacks application and analysis
- Makes vague references to documents 1, 2, 3b, 5, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (meat packing factories unsanitary); includes inaccuracies (Theodore Roosevelt passed the Meat Inspection Act; Senator Owen succeeded in giving women the right to vote so they could eventually get equal pay)
- Lacks focus; contains digressions (Illinois Factory Act regulated sanitary conditions); includes an introduction that restates part of the historical context and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. Isolated document information is used to make conclusions that result in overgeneralizations. Each aspect of the task for each goal is mentioned very briefly.

During the late 1800's and early 1900's progressive reformers worked to improve American society. Their goals included protecting consumers, regulating child labor, improving working conditions, and expanding democracy. Out of all the progressive reformer's goals, the most important ones were regulating child labor, improving working conditions, and expanding democracy. Their goals were successful in that they led to state and federal legislation that began to regulate big business.

Before the progressive reformers started to achieve their goals, children as young as four worked in factories (Doc 3). Factory owners employed children because they could pay them low wages and the small size of their bodies made it easy for them to operate in small areas. Children worked in dangerous factory conditions from early in the morning to late at night. The progressive reformers became concerned about the numbers of immigrant children who were not attending school and began working to get rid of child labor and in 1911 Wisconsin limited

hours of labor for children (Doc 4) Also the first factory law of Illinois passed because of the work of Jane Addams and Florence Kelley stated that 14 would be the youngest age in which a child could be employed (Doc 3). As the factory conditions improved for adults during the progressive era more people became aware that something had to be done for children. From the year 1900 to 1930 the percentage of children aged 10-15 employed dropped from 19% to 5% because of state and federal laws.

Working conditions in factories were dismal in the early 1900's people were working in highly dangerous conditions that ranged from rooms filled with tuberculosis germs to their skins being eaten up by acid and infections gotten from minor cuts (Doc 1). The working conditions were a real problem and the progressive reformers read *The Jungle* by Upton Sinclair which shed light on the problems in the meat packing industry so much so that it caused president Theodore Roosevelt, a progressive president, who cared about the nation's workers to support

a bill that provided 3 million dollars toward a new, tougher inspection system and banned any unhealthy chemicals from being added to meat which protected the nation's consumers (Doc 2). From 1911-1915 the Factory investigating committee in New York got healthier and safer conditions in factories, and in 1912 the Bureau of fire prevention required automatic sprinklers and fire safety drills and tests. This was a result of the Triangle Shirtwaist Fire in New York City where many young women died when a fire started on their floor. Locked doors and no fire escapes kept them from getting to safety.

Another important goal of the progressive reformers was to make America more democratic. For many years, there were no steps taken to make America more democratic. The progressive reformers fought for women's voting rights that had been sought since the Seneca Falls Convention. They thought that women were equal to men and deserved the right to vote as much as the men. Progressives also fought for the secret ballot, and the primary because of <sup>the abuses of</sup> machine politicians in many urban



areas.

The Tweed Ring in New York City was one machine. All of these reforms made America more democratic.

The progressive reformers brought a lot of change to America in the late 1800's and the early 1900's. They mainly gave help to people that many would help like the child workers and the women neither of whom could vote. They fought to make America what it was supposed to be which was democratic. They helped America out a lot because they fought for the working class by giving them better working conditions which made the rich-poor gap smaller and gave them more political opportunities.

During the late 1800's & early 1900's Progressive reformers worked to improve American Society. Their goals included protecting consumers, regulating child labor, improving working conditions, and expanding democracy.

Jane Adams was a progressive reformer who tried to help Child labor laws just like many others. Just like many others helped progressive reformers to address the goal.

The goal was achieved with a great extent where new bills were added. Plans were brought in to affect and the economy began to change.

The Progressives of the <sup>late</sup> 19<sup>th</sup> Century had many different goals. They included better working conditions, an end to child labor, and women's suffrage. There were varying degrees of success they experienced for each goal. It took a lot of advertising to simply have their issues recognized, let alone have anything done about them. Ultimately, their affect on life in America can still be felt today.

One of the primary goals of the Progressives was better working conditions. Upton Sinclair's novel, The Jungle, described many of the horrors of working in the meat industry. He described in detail how men "worked in the cooking rooms, in the midst of steam and stinking odors... in these rooms the germs of tuberculosis might live for two years." Similar conditions were documented by other muckrakers, and soon the meat industries abuse was well known. As stated in After The Fact: The Art of Historical Detection, "In just one week a scandalized public had snapped up some 25,000 copies of The Jungle." The public demanded government response. Theodore Roosevelt quickly responded with the Meat Inspection Act, which forced harmful chemicals not to be used and enforced tough government inspection of the meat industry. Other safe working conditions laws began to appear as well, such as the workers compensation law of Wisconsin in 1911 and the FDNY automatic sprinkler law in 1912. The Progressives were

largely successful in their efforts to improve working conditions.

Another goal of the Progressives was an end to child labor. As mentioned in Jane Adams's Twenty Years at Hull House with Autobiographical Notes, "three boys from a Hull-House club were injured at one machine in a neighboring factory for lack of a guard, which would have cost but a few dollars." Charles Dickens's novel Oliver Twist also addressed the issue of child labor in Great Britain. Other muckrakers, progressives, and authors did everything they could to document the horrors of child labor, and again there was a public outcry. Laws, such as the Illinois law which set a minimum working age at 14, and the 1911 Wisconsin law that limited working hours for women and children began to emerge. Again, the Progressives were largely successful, as a census Bureau chart shows, that from 1900-1920, child labor fell from 19% to 5%.

Women's suffrage was also an important goal for the progressives. In a speech in 1910, Senator Robert Owen said "A careful study of the matter has demonstrated the vital fact that these working women receive smaller wage for equal work than men do, and that the smaller wage and harder conditions are due to the lack of a ballot." This assessment was largely true. Ever since the American Revolution, women were treated as second-class citizens in America, and with no right to vote, there

was nothing they could do about. The 19<sup>th</sup> Amendment did grant women the right to vote; however, the main inspiration was the courage and working spirit that women demonstrated in America and England during the First World War. Although the progressives had achieved their goals, had it not been for World War I, women might still not be able to vote today.

The Progressives in the late 1800's worked tirelessly to improve working conditions, end child labor and get women's suffrage. By 1920 those goals were largely completed, and new problems began to emerge in America. Their impact on life in this country is felt by every working man, woman, and child, and they must not be forgot

The bad conditions for workers during the late 1800<sup>s</sup> and early 1900<sup>s</sup> led to the establishment of the Progressive party. The Progressive party had four main goals. The main goals were to protect consumers, regulate child labor, improve working conditions and expand democracy. The progressives made progress towards all four of their goals. Child Labor was regulated and decreased steadily between 1900 and 1920, democracy was expanded when women attained suffrage and working conditions were improved after the writings of muck rakers like Upton Sinclair.

In the late 1800s child labor was a source of labor that was on the rise. In Twenty Years at Hull House with Autobiographical notes Jane Addams spoke of how she discovered the horrors of child labor. Mrs. Florence Kelley took action and investigated the conditions in factories for children and recommended provisions for legislation which became part of the Factory law of Illinois which fixed the working age at 14.

The progressives goal to regulate child labor was wholly met.

The expansion of Democracy was another major goals. Since WWI women had become very involved in the work place. By 1910 women made up half of the work force (doc 8). Women were angered by the fact that they were just as intelligent as men but were making much less in weiges. Women declared their rights and demanded equality. There was also an expansion of democracy

The bettering of working conditions became one of the major goals of the progressives after the muckraking of journalists like Upton Sinclair. Sinclair spoke of the horrible conditions of factories (doc 1+2). These movements did result in action and the movement was successful.

During the late 1800s and into the early 1900s progressive reformers set many goals to try and improve American society. Three main goals included regulating child labor and fighting for women's suffrage.

During the late 1800s there was a major increase in child labor (Doc 5). The Industrial Revolution was spreading throughout the world, and hitting America at full force. With the Industrial Revolution came new factories. The factories needed many new workers to keep them in business. Also in the late 1800s there was a large increase in immigration. Immigrants took jobs in factories to support their families. Many immigrant children had to take jobs, if a family member became too sick or old to work. Many immigrant families relied on their children to get a job and make money for the family.

Children worked long hours in factories and were paid less than both adult men and women. In document 3 a boy died because a machine lacked a safety guard that would have cost only a few dollars. The factory owners did nothing to prevent this from happening again.

Document three also states how little children work by their mothers all day in a factory. One little girl pulled out basting threads for hours upon hours. Factory working children were not protected by any laws in Illinois. The only laws passed towards children workers were those secured by coal miners.

Progressive reformers fought the injustice of child labor in Illinois. As a result the first factory laws of Illinois were passed. The new laws fixed the age at which children might be employed to fourteen.

Progressive reformers also wanted to fix the Senate. Document 6 shows how the Senate was only interested in big business and supporting



the treaty. Then progressives passed the 17th amendment and now Senators are elected by the people and have to answer to them.

Progressive reformers also fought for women's suffrage. Document 8 states how women work the same number of hours as men and get payed less. They should get equal pay and the right to vote. One of the reasons the American Revolution was fought was so people who paid taxes would be represented and women paid taxes. Document 8 also states how women know about government and can teach the principles of good government to their children. Progressive reformers accomplished their goal of women's suffrage with the 19th amendment.

For many years progressive reformers struggled to accomplish the goals of child labor, fixing the Senate, and women's suffrage. For each struggle they accomplished their goal, and many benefitted from their struggle.

## Practice Paper A—Score Level 4

### The response:

- Develops all aspects of the task by discussing the conditions that led Progressive reformers to address the goals of *regulating child labor*, *improving working conditions*, and *expanding democracy* and by discussing the extent to which each goal was achieved; however, the discussion on the expanding of democracy is less thoroughly developed
- Is both descriptive and analytical (links Progressive reform to successful passage of legislation that regulates big business; during Progressive Era, many people became aware that something had to be done for children; Roosevelt cared about nation's workers; many women died because there were no fire escapes; for many years, no steps taken to make America more democratic; Progressive reformers continued work begun at Seneca Falls; Progressives decreased gap between rich and poor; gave formerly powerless women political opportunities)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, 7, and 8
- Incorporates relevant outside information (low wages for children; small bodies of children; Theodore Roosevelt, a Progressive president; Triangle Shirtwaist fire; Seneca Falls Convention; machine politicians in urban areas; Tweed Ring in New York City; immigrant children not attending school)
- Supports the theme with relevant facts, examples, and details (Illinois factory law; Jane Addams; Florence Kelley; Upton Sinclair's *The Jungle*; meat-packing plant; New York Factory Investigating Commission; secret ballot)
- Demonstrates a logical and clear plan of organization; includes an introduction that is slightly beyond a restatement of the theme and a conclusion that is beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 4. The response addresses all aspects of the task; however, only a few analytical and evaluative statements are made. Outside information and the use of document information demonstrates a good understanding of the task. The conclusions about the achievement of each goal indicate that Progressive reforms were somewhat successful.

## Practice Paper B—Score Level 0

### The response:

Fails to develop the task, only referring to the theme in a general way; includes no relevant facts, examples, and details; includes the historical context as copied from the test booklet

**Conclusion:** Overall, the response fits the criteria for Level 0. Jane Addams is mentioned as a Progressive reformer and several other general statements are added that do not address any aspects of the task.

### Practice Paper C—Score Level 3

#### The response:

- Develops all aspects of the task with little depth by discussing the Progressive goals of *improving working conditions*, *regulating child labor*, and *expanding democracy* and by discussing the extent to which each goal was achieved
- Is both descriptive and analytical (Progressives experienced varying degrees of success for each goal; the effect of Progressives can still be felt today; since the American Revolution women have been treated as second-class citizens; without the right to vote, women continued to be treated as second-class citizens)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 8
- Incorporates limited relevant outside information (muckrakers; Dickens’s *Oliver Twist* also addressed child labor in Great Britain; 19th amendment; main inspiration for amendment was the courage and working spirit of women in America and England during World War I)
- Includes some relevant facts, examples, and details (Upton Sinclair’s *The Jungle*; Theodore Roosevelt; Meat Inspection Act; Jane Addams; Hull House; Illinois Factory Law; statistics from Census Bureau show fall in child labor; suffrage; Senator Robert Owen; ballot)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that link Progressive goals to the present day

**Conclusion:** Overall, the response fits the criteria for Level 3. Much of the information, especially the information about working conditions, is taken directly from the documents. However, the outside information and the quotations from the documents are integrated in addressing the goals of regulating child labor and women’s suffrage. This strengthens the response.

### Practice Paper D—Score Level 2

#### The response:

- Develops some aspects of the task in some depth by mentioning the conditions that led Progressive reformers to address the goals of *regulating child labor* and *expanding democracy* and by addressing the extent to which the goal of regulation of child labor was achieved
- Is primarily descriptive; includes weak and isolated application and analysis (child labor decreased steadily between 1900 and 1920; horrors of child labor; Kelley’s recommendations became part of factory law of Illinois; women demanded equality)
- Incorporates limited relevant information from documents 1, 3, 5, and 8
- Presents little relevant outside information (muckrakers; since World War I, women became involved in the workplace)
- Includes few relevant facts, examples, and details (writings of Upton Sinclair; Jane Addams; Hull House; Florence Kelley); includes inaccuracies (Progressive goal to regulate child labor wholly met; by 1910, women made up half of the work force)
- Demonstrates a general plan of organization; lacks focus; includes an introduction that makes general statements about the achievement of the Progressive goals and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. Limited information from the documents is used to make general statements that attempt to address both aspects of the task. Information is mentioned and summarized rather than discussed.

## Practice Paper E—Score Level 3

### The response:

- Develops most aspects of the task in some depth by discussing two Progressive goals (*regulating child labor* and *expanding democracy*) and by discussing the extent to which these goals were achieved
- Is both descriptive and analytical (Industrial Revolution hit America at full force; children worked long hours in factories and were paid less than both men and women; some children died when injured by machines which had no safety guards; children in Illinois not protected by any laws unless they worked in coal mines; factory laws in Illinois passed because Progressive reformers fought injustices of child labor; women knew about government and could teach the principles of good government to their children)
- Incorporates some relevant information from documents 3, 5, 6, and 8
- Incorporates relevant outside information (Industrial Revolution meant new factories; factories needed many new workers to help them in business; late 1800s, large increase in immigration; immigrants took jobs in factories to support their families; many immigrant children had to take jobs if a family member became too sick or too old to work; many immigrant families relied on their children to get a job and make money for family; 19th amendment)
- Includes some relevant facts, examples, and details (Factory Law of Illinois fixed age at which children could be employed; Senate interested in big business and supporting the trusts; 17th amendment; suffrage; women less pay than men for same hours; American Revolution fought so that people who paid taxes would be represented and women paid taxes)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. The use of the Industrial Revolution to set the stage for working conditions and the discussion of the role played by immigrants are excellent. However, only two goals are addressed. The information used to address the expansion of democracy depends mostly on a summary of the information in documents 6 and 8.





# United States History and Government Specifications

January 2005

## Part I Multiple Choice Questions by Standard

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

## Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Foreign Policy	Standards 1, 2, 3, and 4: US and NY History; World History; Geography; Economics
Document-based Essay	Reform Movements; Civic Values; Individuals, Groups, Institutions	Standards 1, 4, and 5: US and NY History; Economics; and Civics, Citizenship, and Government

**The *Chart for Determining the Final Examination Score for the January 2005 Regents Examination in United States History and Government*, normally located on this page will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> 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.**





## Regents Examination in United States History and Government – January 2005

Chart for Converting Total Test Raw Scores to Final Examination Scores (Use for January 2005 Examination Only)

To determine the student's final score, locate the student's total essay score across the top of the chart and the total Part I and Part IIIA score down the side of the chart. The point where those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 6 and a total Part I and Part IIIA score of 44 would receive a final examination score of 81.

		Total Essay Score										
		0	1	2	3	4	5	6	7	8	9	10
Total Part I and Part IIIA Score	0	0	3	5	8	12	15	19	23	27	32	36
	1	1	3	6	10	13	17	21	25	29	33	37
	2	2	4	7	11	14	18	22	26	30	34	39
	3	3	5	8	12	15	19	23	27	32	36	40
	4	3	6	10	13	17	21	25	29	33	37	42
	5	4	7	11	14	18	22	26	30	34	39	43
	6	5	8	12	15	19	23	27	32	36	40	45
	7	6	10	13	17	21	25	29	33	37	42	46
	8	7	11	14	18	22	26	30	34	39	43	48
	9	8	12	15	19	23	27	32	36	40	45	49
	10	10	13	17	21	25	29	33	37	42	46	51
	11	11	14	18	22	26	30	34	39	43	48	52
	12	12	15	19	23	27	32	36	40	45	49	54
	13	13	17	21	25	29	33	37	42	46	51	55
	14	14	18	22	26	30	34	39	43	48	52	56
	15	15	19	23	27	32	36	40	45	49	54	58
	16	17	21	25	29	33	37	42	46	51	55	59
	17	18	22	26	30	34	39	43	48	52	56	61
	18	19	23	27	32	36	40	45	49	54	58	62
	19	21	25	29	33	37	42	46	51	55	59	64
	20	22	26	30	34	39	43	48	52	56	61	65
	21	23	27	32	36	40	45	49	54	58	62	66
	22	25	29	33	37	42	46	51	55	59	64	68
	23	26	30	34	39	43	48	52	56	61	65	69
	24	27	32	36	40	45	49	54	58	62	66	70
	25	29	33	37	42	46	51	55	59	64	68	72
	26	30	34	39	43	48	52	56	61	65	69	73
	27	32	36	40	45	49	54	58	62	66	70	74
	28	33	37	42	46	51	55	59	64	68	72	76
	29	34	39	43	48	52	56	61	65	69	73	77
	30	36	40	45	49	54	58	62	66	70	74	78
	31	37	42	46	51	55	59	64	68	72	76	79

		Total Essay Score										
		0	1	2	3	4	5	6	7	8	9	10
Total Part I and Part IIIA Score	32	39	43	48	52	56	61	65	69	73	77	81
	33	40	45	49	54	58	62	66	70	74	78	82
	34	42	46	51	55	59	64	68	72	76	79	83
	35	43	48	52	56	61	65	69	73	77	81	84
	36	45	49	54	58	62	66	70	74	78	82	85
	37	46	51	55	59	64	68	72	76	79	83	86
	38	48	52	56	61	65	69	73	77	81	84	87
	39	49	54	58	62	66	70	74	78	82	85	88
	40	51	55	59	64	68	72	76	79	83	86	89
	41	52	56	61	65	69	73	77	81	84	87	90
	42	54	58	62	66	70	74	78	82	85	88	91
	43	55	59	64	68	72	76	79	83	86	89	92
	44	56	61	65	69	73	77	81	84	87	90	93
	45	58	62	66	70	74	78	82	85	88	91	93
	46	59	64	68	72	76	79	83	86	89	92	94
	47	61	65	69	73	77	81	84	87	90	93	95
	48	62	66	70	74	78	82	85	88	91	93	95
	49	64	68	72	76	79	83	86	89	92	94	96
	50	65	69	73	77	81	84	87	90	93	95	97
	51	66	70	74	78	82	85	88	91	93	95	97
	52	68	72	76	79	83	86	89	92	94	96	98
	53	69	73	77	81	84	87	90	93	95	97	98
	54	70	74	78	82	85	88	91	93	95	97	98
	55	72	76	79	83	86	89	92	94	96	98	98
	56	73	77	81	84	87	90	93	95	97	98	98
	57	74	78	82	85	88	91	93	95	97	98	98
	58	76	79	83	86	89	92	94	96	98	98	99
	59	77	81	84	87	90	93	95	97	98	98	99
	60	78	82	85	88	91	93	95	97	98	98	99
	61	79	83	86	89	92	94	96	98	98	99	99
	62	81	84	87	90	93	95	97	98	98	99	99
	63	82	85	88	91	93	95	97	98	98	99	100