



## **AP<sup>®</sup> United States History 2007 Scoring Guidelines Form B**

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# AP<sup>®</sup> UNITED STATES HISTORY

## 2007 SCORING GUIDELINES (Form B)

### Question 1— Document-Based Question

In what ways did the administration of President Lyndon B. Johnson respond to the political, economic, and social problems of the United States? Assess the effectiveness of these responses. Use the documents and your knowledge of the period 1960–1970 to construct your response.

#### The 8–9 Essay

- Articulates a clear, well-constructed thesis that addresses both of the following:
  - Ways in which the Johnson administration responded to political, economic, and social problems.
  - Effectiveness of these responses.
- Employs a significant number of documents concerning the effectiveness of the ways in which the Johnson administration responded to those problems.
- Provides substantial, relevant outside information from 1960 to 1970 concerning the effectiveness of the ways in which the Johnson administration responded to those problems.
- Supports the thesis with effective analysis of the Johnson administration's responses to those problems.
- Is well organized and well written.
- May contain minor errors.

#### The 5–7 Essay

- Contains a thesis, which may be partially developed, that presents one or both of the following:
  - Ways in which the Johnson administration responded to political, economic, and social problems.
  - Effectiveness of the ways in which the Johnson administration responded to America's political, economic, and social problems.
- Employs a reasonable array of documents concerning the effectiveness of the ways in which the Johnson administration responded to those problems.
- Provides ample, relevant outside information from 1960 to 1970 concerning the effectiveness of the ways in which the Johnson administration responded to those problems.
- Supports the thesis with some analysis of the Johnson administration's responses to those problems.
- Has acceptable organization and writing.
- May contain errors that do not seriously detract from the essay.

#### The 2–4 Essay

- Presents a thesis that may be simplistic, confused, or undeveloped; or no thesis is presented.
- Uses few documents concerning the effectiveness of the ways in which the Johnson administration responded to those problems.
- Includes little relevant outside information.
- Lacks analysis; deals with the question in a generally simplistic, superficial, or incomplete manner.
- May be poorly organized and/or poorly written.
- May contain major errors.

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**Question 1—Document-Based Question (continued)**

**The 0–1 Essay**

- Lacks a thesis or restates the question.
- Refers to few, if any, of the documents.
- Includes no relevant outside information.
- Contains no analysis.
- Is poorly organized and/or poorly written.
- May contain numerous errors, both major and minor.

**The — Essay**

- Blank or completely off topic.

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**Question 1 Document Summary**

- Document A. Abraham Ribicoff, secretary of health, education, and welfare, testifying before the House of Representatives, July 1961, regarding the challenge faced by “the nation’s aged” in meeting the rising costs of health care.
- Document B. President Johnson to Congress, March 16, 1964, regarding the need to conquer poverty and calling for an Economic Opportunity Act to expand old programs and introduce new ones. Johnson says the act will provide educational and employment opportunities for the nation’s youth and opportunities for communities, workers, and farmers to fight poverty.
- Document C. Stokely Carmichael, “What We Want,” *New York Review of Books*, September 22, 1966. The article describes Black “freedom organizations” nominating candidates; the organizations’ symbol is the black panther, which represents dignity and respect. Carmichael discusses problems faced by Black families—loss of jobs, starvation, murder—and reaffirms the right of Black men to defend themselves, even with firearms. If Blacks find violence is necessary, it will be in reaction to the actions of the White community.
- Document D. NOW Statement of Purpose, October 29, 1966. Because there had been no civil rights movement for women, the founders of the National Organization of Women stressed true equality, equal partnership with men, and full participation in mainstream society.
- Document E. “The Train Robbery,” cartoon, *Punch*, 1967, depicting President Johnson dismantling his Great Society program in order to fund the war in Vietnam.
- Document F. President Johnson, interview remarks in 1967, lamenting that Americans are showing no appreciation for what he has done for the poor regarding food, schools, and jobs.
- Document G. Letter from a private citizen to United States Senator Sam Ervin, June 18, 1968, expressing disgust with crime, riots, “poor” people demonstrations, and favorable Supreme Court rulings for “a very small part” of society, while the writer minds his or her own business, pays bills and taxes, raises children “to be decent citizens,” and still has to pay for what others are getting.
- Document H. United States Department of Commerce Census Bureau table on the percentage of people (non-Whites, Blacks, Whites) below the poverty level for the years 1959 through 1974. Results show a steady decline in the percentage of all poor non-Whites, but figures for Blacks consistently remain three times higher than those for Whites.

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### Question 1 Outside Information

- 1960 Civil Rights Act, May 6, 1960—strengthened 1957 Civil Rights Act, which had established a Commission on Civil Rights, and provided assistance for Blacks barred from voting in the South.
- June 11, 1963, President Kennedy endorsed civil rights objectives: voting rights, outlawing public segregation, and withholding funds from programs that discriminate.
- March on Washington, August 28, 1963.
- Early 1960s civil rights goals were expanded to combat the links between discrimination and economic inequality.
- Michael Harrington's *The Other America* (1962) focused on housing problems, malnutrition, poor medical care, and walls of prejudice.
- January 1964, President Johnson's State of the Union address called for his Great Society Programs and a War on Poverty:
  - Economic Opportunity Act, enacted August 1964.
    - Job Corps for urban Blacks
    - Neighborhood Youth Corps
    - VISTA—a domestic Peace Corps for teachers
    - Community Action Programs
    - Federal Legal Services program
    - Head Start
    - Upward Bound
    - Medicare and Medicaid
    - Comprehensive Community Health Centers
- Twenty-fourth Amendment to Constitution outlawing poll tax ratified January 1964.
- July 2, 1964, President Johnson took the lead on a Civil Rights Act: prohibitions on discrimination and bias in funded programs, employment, and places of public accommodation; funds for school desegregation; establishment of the Equal Employment Opportunity Commission.
- Spring 1964, Freedom Summer Project: established freedom schools, freedom parties in the South, including the Mississippi Freedom Democratic Party.
- Malcolm X broke with the Nation of Islam and established the Organization of Afro-American Unity.
- March from Selma to Montgomery, March 1965: Bloody Sunday, March 27; marchers called for voting rights legislation.
- Voting Rights Act, August 1965, provided for federal registrars and outlawed discriminatory tests for voter registration.
- Urban unrest, 1965 to 1968: Blacks demanded jobs, housing, health care, public transportation, curbs on police abuses, and an end to white racism; Martin Luther King Jr. challenged the impact of the Vietnam War on the War on Poverty.
- White backlash against Black gains and urban unrest grew in mid-1960s to the 1970s.
- Vietnam War:
  - Gulf of Tonkin Resolution, August 1964.
  - By 1967 there were nearly half a million troops in Southeast Asia.
  - War costs exceeded \$21 billion per year, leading to a 10 percent tax increase, raids on the Social Security fund, inflation, and cuts in Great Society programs.
  - Tet Offensive, January 1968, shattered the aura of American invincibility and prospects of victory.

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**Question 1 Outside Information (continued)**

- Johnson faced growing opposition from the antiwar movement and a “credibility gap.”
- Many domestic programs were not sustained or were diminished because of struggles among competing groups and diversion of funds to the war effort.
- March 31, 1968, Johnson declined to run for reelection; he ended bombing in Vietnam and initiated talks with North Vietnam.
- Parallel trends, 1964–1967:
  - Berkeley Free Speech Movement.
  - Haight-Ashbury, the counterculture, and student strikes.
  - Black Power Movement, Chicano Movement, American Indian Movement, and Women’s Liberation Movement.
  - Betty Freidan, *The Feminine Mystique* (1963), led to formation of National Organization for Women (NOW) in 1966. NOW focused on laws against sex discrimination and supporting maternity leaves and day-care centers; opposed laws against birth control and abortion; and sought passage of the Equal Rights Amendment.
- Assassinations, spring 1968: Martin Luther King Jr. on April 4; Robert F. Kennedy on June 4.
- Violence-plagued Democratic National Convention, Chicago, August 1968, nominated Vice President Hubert Humphrey, who was identified closely with the unpopular war, for president.
- August 1970, NOW called for a Women’s Strike for Equality, while a major Chicano anti-war demonstration in East Los Angeles was broken up by police violence, a clash repeated in January 1971.

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### Question 2

The French and Indian War (1754–1763) altered the relationship between Britain and its North American colonies. Assess this change with regard to TWO of the following in the period between 1763 and 1775.

- Land acquisition
- Politics
- Economics

#### The 8–9 Essay

- Articulates a clear, well-developed thesis that assesses the changes in the relationship between Britain and its North American colonies between 1763 and 1775.
- Supports the thesis with substantial, relevant information assessing the changes in the relationship in two of the topic areas.
- Provides effective analysis that assesses the changes in the relationship with respect to two of the topic areas.
- Is well organized and well written.
- May contain minor errors.

#### The 5–7 Essay

- Contains a thesis, which may be partially developed, assessing the changes in the relationship between Britain and its North American colonies between 1763 and 1775.
- Provides ample, relevant information addressing the changes in the relationship in two of the topic areas.
- Analyzes to some degree the changes in that relationship in two of the topic areas; coverage of the two topics may not be balanced, or clearly differentiated, or fully linked to the war's impact.
- Has acceptable organization and writing.
- May contain errors that do not seriously detract from the essay.

#### The 2–4 Essay

- Presents a thesis that may be confused, simplistic, or undeveloped.
- Includes little relevant information concerning the changes in the relationship; may cover two topic areas unevenly or include only one.
- Has little analysis regarding the changes in the relationship or the topics' linkage to the war.
- May be poorly organized and/or poorly written.
- May contain major errors.

#### The 0–1 Essay

- Lacks a thesis or restates the question.
- Includes no relevant information.
- Contains no analysis.
- Is poorly organized and/or poorly written.
- May contain numerous errors, both major and minor.

#### The — Essay

- Blank or completely off topic.

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### Question 2 Information List

#### Land Acquisition

- Canada (and dispute over Quebec and Northwest lands included under it).
- Proclamation Act (1763).
- Yet, subsequent Indian treaties opened lands to settlement (Treaty of Fort Stanwix and Treaty of Hard Labor).
- Lands west of Appalachians to Mississippi—land grabs (by land companies) from Ohio Valley south to Tennessee region.
- Pontiac's Rebellion and Paxton Boys' response.

#### Politics

- Proud in their participation in victory, Americans believed that a golden age for the colonies was beginning.
- War-debt burdens.
- War enabled Britain to implement greater colonial political controls.
- Grenville Plan to tax for defense.
- Sugar, Stamp, Townsend, and Tea Acts.
- Historic ties strained over taxes, Quebec, and access to western lands.
- Challenge over Parliament's powers—Declaratory Act—versus authority (and autonomy) already being claimed by colonial assemblies.
- Rising American nationalism and intercolonial bonding and identity (some of which had already begun during the 1740s).
- Clashes with soldiers stationed in colonies, e.g., Boston 1770.
- Coercive Acts, especially the Quebec Act, and Britain's overall administration of territory acquired since 1763.

#### Economics

- Conflict over duties and taxes—"costs of empire"—and colonial claims related to perceived impact on colonial economies.
- War debts and western defense costs.
- Enumerated-goods list expanded and other trade and currency restrictions.
- Post-war depression and rising colonial poverty.
- Boycott and nonimportation strategies by the colonies.

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**Question 3**

Compare the experiences of TWO of the following groups of immigrants during the period 1830 to 1860.

English  
Irish  
German

**The 8–9 Essay**

- Articulates a clear, well-developed thesis comparing the experiences of two of the immigrant groups between 1830 and 1860.
- Supports the thesis with substantial relevant information comparing the experiences of those two immigrant groups.
- Effectively analyzes by comparison the experiences of those two immigrant groups between 1830 and 1860; coverage of the two may be somewhat uneven.
- Is well organized and well written.
- May contain minor errors.

**The 5–7 Essay**

- Contains a thesis, which may be partially developed, comparing the experiences of two of the immigrant groups between 1830 and 1860.
- Provides ample, relevant information comparing the experiences of those two immigrant groups.
- Analyzes to some degree, by comparison, the experiences of those two immigrant groups between 1830 and 1860; coverage may not be balanced between the two groups.
- Has acceptable organization and writing.
- May contain errors that do not seriously detract from the essay.

**The 2–4 Essay**

- Presents a thesis that may be confused, simplistic, or undeveloped in terms of comparing the experiences of two of the immigrant groups between 1830 and 1860; or no thesis is presented.
- Includes little relevant information comparing the experiences of those two immigrant groups.
- Has no comparison, or only a limited comparison, analyzing the experiences of those two immigrant groups; may cover only one group.
- May be poorly organized and/or poorly written.
- May contain major errors.

**The 0–1 Essay**

- Lacks a thesis or restates the question.
- Includes no relevant information concerning two of the immigrant groups.
- Contains no analysis comparing the experiences of two of the immigrant groups.
- Is poorly organized and/or poorly written.
- May contain numerous errors, both major and minor.

**The — Essay**

- Blank or completely off topic.

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### Question 3 Information List

Between 1830 and 1860, 4.78 million immigrants were admitted to the United States, of whom 738,200 were British, 1.86 million were Irish, and 1.49 million were German. In 1860 three-fourths of 4.1 million foreign-born residents were Irish or German.

#### British

- Post 1815, some British relocated to work in New England factories, but numerous others sought to escape the growing urbanization, early phases of industrialization, and economic fluctuations that undercut crafts workers. They were attracted by early efforts to establish British agricultural colonies in America, especially in the Old Northwest.
- By the 1830s-40s, some farmers and agricultural laborers began to migrate with their families. Many sold off properties to accumulate capital for buying land and settling in America. However, by the 1850s general prosperity in England reduced the sense of urgency to emigrate.
- Americans saw the British as economic assets, in both urban and rural areas, and also associated them with America's cultural roots. The British were readily accepted by Americans and encountered little hostility.
- Some farm "colonies" proved to be too isolated, and many British found they were unprepared for frontier conditions. They either moved into towns or sought already cultivated lands, such as land in Ohio and Indiana. Others eventually scattered quite broadly across America.
- Few British established subgroups or ethnic communities as did the Irish and Germans. The efforts that they did make, including starting newspapers, did not long survive. However, many British in the United States were eventually regarded as being more democratized than those in England as a result of their American experience.

#### Irish

- The Irish are regarded as America's first refugee population; while some came with resources during the 1830s, by the time of the potato blight in the 1840s it was mostly the poorest and least skilled who were arriving.
- Due to limited resources, most Irish remained in port cities—New York, Philadelphia, Baltimore, Boston, Charleston—and concentrated in urban enclaves.
  - Irish were heavily employed on canals, railroads, harbors, and in textile mills.
  - Many single women (especially domestics) migrated in search of jobs.
  - The Irish encountered considerable job discrimination and competition with Free Blacks.
  - Hostilities led to anti-Irish riots (especially in Philadelphia) and anti-Black riots.
- The Irish established churches, parochial schools, mutual aid societies, and other organizations, and sent remittances to bring families to America, but they did not create institutionally complete communities.
- Mostly Catholic, the Irish clashed with Americans over public schools, use of the Protestant Bible in schools, and funding for schools.
- With the Irish drawn to the Democratic Party in reaction to Whigs' Protestantism, the Free Soil anti-slavery position, and temperance efforts, nativist Americans such as Samuel Morse sought to delay Irish voting rights (until they were resident for 21 years) and organized the anti-immigrant nativist (Know Nothing) American Party; Millard Fillmore became its candidate for president in 1856.

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**Question 3 Information List (continued)**

- Irish service during the Mexican–American War somewhat improved their standing in American eyes.

**German**

- Germans concentrated on acquiring farm lands from Texas to Wisconsin and the Old Northwest, although many—especially artisans, professionals, merchants—settled in such cities as New York, Baltimore, Philadelphia, St. Louis, Milwaukee, and Cincinnati.
- Initially loyal to German principalities, they were gradually bound together by language and religion.
- However, German migrants were quite diverse, comprised of Protestants, Catholics, Jews, and Freethinkers (the '48ers).
- Many agricultural communities were established with nearly all German populations; they were more isolated and had less political influence at first than the Irish.
- Germans established schools, churches, synagogues, newspapers, theaters, gymnasiums, militia and fire companies, kindergartens, high schools, and beer gardens—in effect, complete community enclaves, including bilingual schools.
- They also opposed the Whigs for the latter's temperance campaigns and made important cultural contributions with schools, beer halls, and America's celebration of Christmas.

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**Question 4**

Explain how TWO of the following individuals responded to the economic and social problems created by industrialization during the late nineteenth and early twentieth centuries.

Jane Addams  
Andrew Carnegie  
Samuel Gompers  
Upton Sinclair

**The 8–9 Essay**

- Articulates a clear, well-developed thesis explaining how two of the four individuals responded to the economic and social problems created by industrialization during the late nineteenth and early twentieth centuries.
- Supports the thesis with substantial, relevant information detailing how those two individuals responded to the economic and social problems created by industrialization.
- Effectively analyzes how those two individuals responded to the economic and social problems created by industrialization; coverage of the two may be somewhat uneven.
- Is well organized and well written.
- May contain minor errors.

**The 5–7 Essay**

- Contains a thesis, which may be partially developed, explaining how two of the four individuals responded to the economic and social problems created by industrialization during the late nineteenth and early twentieth centuries.
- Provides ample, relevant information describing how those two individuals responded to the economic and social problems created by industrialization.
- Analyzes to some degree how those two individuals responded to the economic and social problems created by industrialization; coverage may be unbalanced between the two individuals.
- Has acceptable organization and writing.
- May contain errors that do not seriously detract from the essay.

**The 2–4 Essay**

- Presents a thesis that may be confused, simplistic, or undeveloped; or no thesis is presented.
- Includes little relevant information describing how those two individuals responded to the economic and social problems created by industrialization.
- Has little analysis; may cover only one person.
- May be poorly organized and/or poorly written.
- May contain major errors.

**The 0–1 Essay**

- Lacks a thesis or restates the question.
- Includes no relevant information.
- Has no analysis.
- Is poorly organized and/or poorly written.
- May contain numerous errors, both major and minor

**The — Essay**

- Blank or completely off topic.

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### Question 4 Information List

#### Jane Addams

- Addams' work focused on poverty, low wages, poor conditions and, initially, the need to Americanize immigrants and remove self-destructive customs.
- Goal: to address moral decay of urban life, emulating Toynbee Hall in London. She established a settlement house, Hull House, in Chicago in 1889.
- Addams aimed to make Hull House a social and civic center and a place to preserve crafts—"immigrant gifts"—as well as a place to educate immigrants about sanitary housing conditions; 400 settlement houses were established across America.
- She taught staff to be inspectors, a "sisterhood of reform," influencing governments and the regulatory movement for slums and factories that opposed child labor and sweatshops and advocated for the 8-hour working day for women.
- In the settlement house, Addams established nurseries, penny savings banks, employment bureaus, social clubs, and music, lecture, and reading groups.
- Major books: *The Spirit of Youth and the City Streets* (1909); *Twenty Years at Hull House* (1910).

#### Andrew Carnegie

- In terms of industries, Carnegie did strive to solve the "problems" of the emerging economy with his vertical integration of the steel industry.
- Carnegie built wealth around efficient monopolistic operations, vertical integration, lowest possible wages, exploitation of workers, and forbidding unions, along with use of Pinkerton agents during strikes.
- He advocated the *Gospel of Wealth* (1889), laissez faire, and economic survival of the fittest (in an era marked by the virtual absence of government regulations of the economy).
- Yet, Carnegie also held that excess wealth was a trust for communities, and he established the Carnegie Corporation, Carnegie Endowment for International Peace, Carnegie Foundation for the Advancement of Teaching, the Carnegie Institute of Washington, and, especially, many Carnegie-funded public libraries (ca. 2,500).
- Altogether he gave away over \$150 million.

#### Samuel Gompers

- Gompers organized craft unions into the American Federation of Labor in 1886; unions were autonomous but cooperated on bread and butter issues necessary for a life of dignity and decency—higher wages, fewer working hours, business liability for injuries, mine safety laws, and leverage of skilled unions; the AFL coordinated strikes and boycotts, except during the First World War, when Gompers opposed unions going out on strike.
- He organized unions as corporations negotiating binding "contracts" rather than focusing on government regulations.
- The AFL had 2 million members by 1904 but mostly omitted semi- and unskilled workers and women (except the International Ladies Garment Workers Union and United Mine Workers).
- Gompers was prejudiced against Black and Asian workers.

#### Upton Sinclair

- His book *The Jungle* (1906) described meatpacking conditions, which spurred Theodore Roosevelt to push for the 1906 Meat Inspection Act that established sanitary rules and inspections; Sinclair's goal for this work included making the case for socialism as the solution for poor treatment of workers.
- Sinclair was an investigative muckraker focusing on abuse of workers and later a socialist candidate for California governor. He established End Poverty in California (EPIC) in the mid-'30s.

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**Question 5**

Analyze the ways in which the federal government sought support on the home front for the war effort during the First World War.

**The 8–9 Essay**

- Articulates a clear, well-developed thesis that addresses the ways in which the federal government sought support on the home front for the war effort during the First World War.
- Supports the thesis with substantial, relevant information concerning the ways in which the federal government sought support on the home front for the war effort.
- Provides effective analysis of how the federal government sought support on the home front for the war effort.
- Is well organized and well written.
- May contain minor errors.

**The 5–7 Essay**

- Contains a thesis, which may be partially developed, that addresses the ways in which the federal government sought support on the home front for the war effort during the First World War.
- Provides ample, relevant information concerning the ways in which the federal government sought support on the home front for the war effort.
- Analyzes to some degree how the federal government sought support on the home front for the war effort.
- Has acceptable organization and writing.
- May contain errors that do not seriously detract from the essay.

**The 2–4 Essay**

- Presents a thesis that may be confused, simplistic, or undeveloped; or no thesis is presented.
- Includes little relevant information.
- Has little analysis.
- May be poorly organized and/or poorly written.
- May contain major errors.

**The 0–1 Essay**

- Lacks a thesis or restates the question.
- Includes no relevant information.
- Has no analysis.
- Is poorly organized and/or poorly written.
- May contain substantial factual errors.

**The — Essay**

- Blank or completely off topic.

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**Question 5 Information List**

- The federal government used propaganda to strengthen America’s moral stature and neutrality before declaring war, using events such as the loss of American lives with the sinkings of the *Falaba*, the *Lusitania*, and the *Arabic* in 1915; the torpedoing of the *Sussex* in 1916; the German declaration of unrestricted submarine warfare (contrary to the Sussex Pledge); and the Zimmerman Note in early 1917. During the war Germans were depicted as brutal, barbarian Huns.
- Eventually the United States was portrayed as entering an idealistic war, with the “Fourteen Points” speech and other patriotic addresses by Woodrow Wilson describing the war as a great moral crusade—“the war to end all wars” and make the world safe for democracy
- The government relied heavily on the Committee on Public Information (George Creel), which fanned patriotism; organized groups such as the Four Minute Men; promoted Liberty Loans (bond drives) that raised over \$20 billion; and supported efforts to discourage organizations from other countries and use of languages other than English, performances of German music, and use of German names and words for foods.
- Historic and cultural ties between the United States and Great Britain were emphasized.
- The government instituted the draft to make military service fairer (men from all social classes could be drafted).
- Campaigns such as One Hundred Percentism, Meatless Mondays, Lightless Tuesdays, and Victory Gardens were emphasized.
- Programs to “Americanize” immigrants were begun.
- Congress passed the Espionage, Sabotage, and Sedition Acts to suppress dissent; federal agencies and the American Protective League spied on fellow Americans, interned German aliens, and arrested members of the Industrial Workers of the World (IWW).
- Patriotism was promoted with patriotic music by composers such as Irving Berlin and George M. Cohan and through movies; the government and Hearst press employed media sensationalism to stir up anti-German feeling, a practice not yet labeled “yellow journalism.”
- The government established the War Industries Board, National War Labor Board, Women in Industry Service, the Fuel Administration, the Food Administration, Aircraft Production Board, and U.S. Railroad Administration to stimulate and coordinate the contributions of U.S. businesses to the war effort.
- Women were encouraged to take jobs to aid the war effort.
- The government stimulated patriotism among children by encouraging Victory Gardens at schools, scrap drives, bandage rolling, and savings bond drives.
- Prohibition of alcohol was approved by Congress in December 1917 as a conservation and anti-German measure, as well a response to the temperance movement.