

REGENTS IN U.S. HISTORY AND GOVERNMENT

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Tuesday, June 21, 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.

The use of any communications device is strictly prohibited when taking this examination. If you use any communications device, no matter how briefly, your examination will be invalidated and no score will be calculated for you.

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

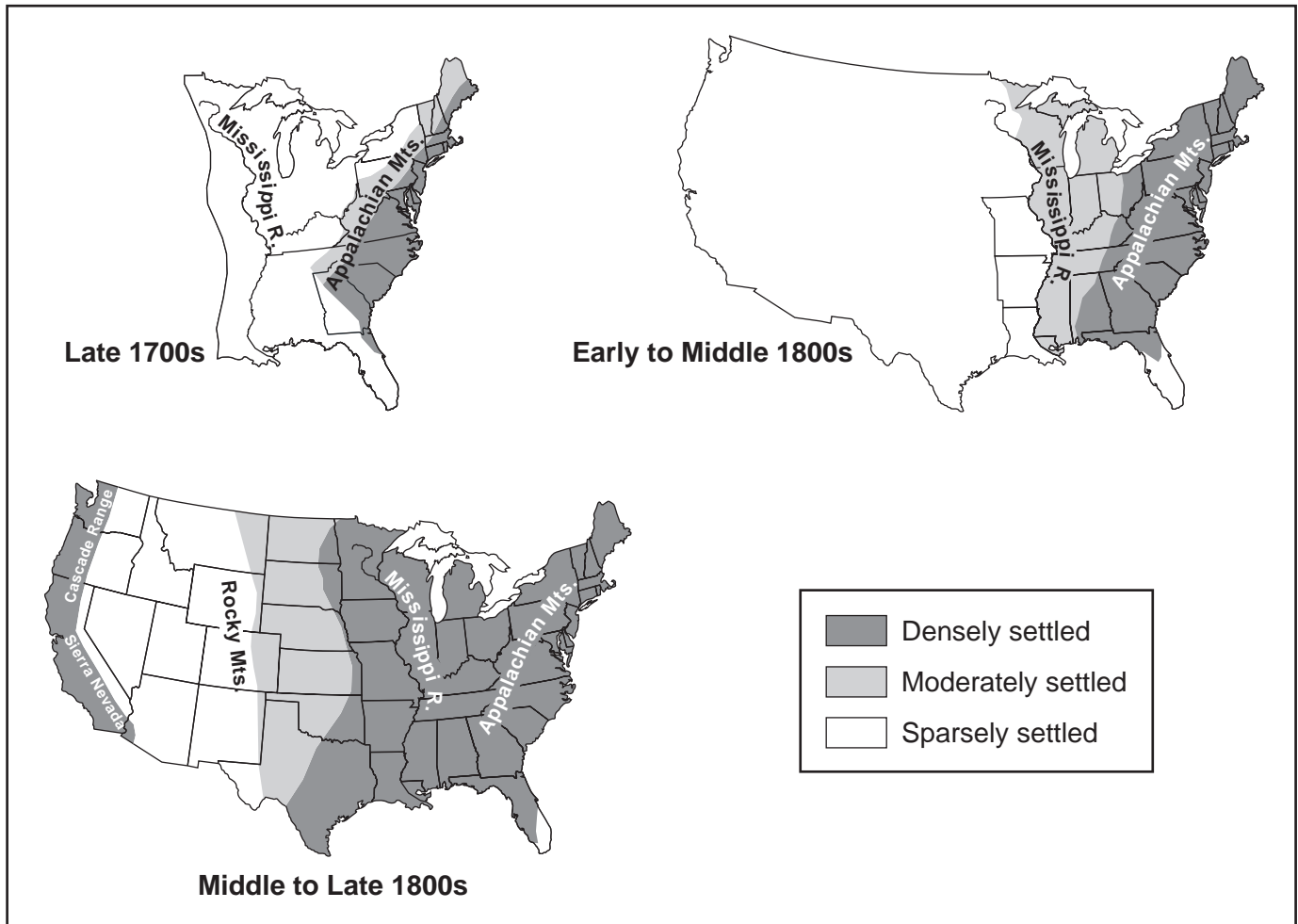
REGENTS IN U.S. HISTORY AND GOVERNMENT

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.

Base your answer to question 1 on the series of maps below and on your knowledge of social studies.



Source: *Atlas of Our Country*, NYSTROM (adapted)

- 1 What is the best title for this series of maps?
- (1) Industrialization of the United States
 - (2) Sectional Conflicts in the United States
 - (3) Transportation Revolution in the United States
 - (4) Shifting Frontier of the United States
-

- 2 Which statement is most accurate about the movement for independence in the thirteen colonies?
- (1) The independence movement began soon after the founding of the Plymouth Colony.
 - (2) Protests against British colonial policies gradually led to demands for independence.
 - (3) The King of England required the colonists to become economically self-sufficient.
 - (4) The movement for independence was equally strong in all of the colonies.

- 3 According to the Declaration of Independence, the fundamental purpose of government is to
- (1) protect people's natural rights
 - (2) equalize opportunities for all citizens
 - (3) provide for the defense of the nation
 - (4) establish a system of free public education

- 4 To address the weaknesses of the Articles of Confederation, delegates at the Constitutional Convention agreed to
- (1) eliminate the slave trade
 - (2) increase the powers of the central government
 - (3) decrease the number of states
 - (4) allow states to set tariff rates

- 5 During the Constitutional Convention of 1787, the major disagreement between the large and small states occurred over the issue of
- (1) continuation of slavery
 - (2) guaranteeing States rights
 - (3) representation in Congress
 - (4) control of interstate commerce

- 6 “. . . it is the opinion of this committee that a national government ought to be established consisting of a Supreme Legislature, Judiciary, and Executive. . . .”

— Resolution submitted by Edmund Randolph, delegate to the Constitutional Convention, 1787

In adopting this resolution, the framers of the Constitution showed their belief in the idea of

- (1) judicial review
- (2) an elastic clause
- (3) States rights
- (4) separation of powers

- 7 The requirement to conduct a census was included in the United States Constitution to
- (1) control the numbers of immigrants
 - (2) determine income tax rates
 - (3) determine the number of members from each state in the House of Representatives
 - (4) record the birth and death rates of the population

- 8 Which role of the president is considered part of the unwritten constitution?
- (1) nominating federal judges
 - (2) signing or vetoing legislation
 - (3) acting as the leader of his political party
 - (4) serving as commander in chief of the armed forces

- 9 “. . . Now, one of the most essential branches of English liberty is the freedom of one's house. A man's house is his castle; and whilst he is quiet, he is as well guarded as a prince in his castle. . . .”
James Otis, *Against the Writs of Assistance*, 1761

Which provision in the Bill of Rights includes this same belief?

- (1) right to a fair trial
- (2) protection against unreasonable search and seizure
- (3) guarantee against double jeopardy
- (4) prohibition of cruel and unusual punishment

- 10 Which proposal was included in Secretary of the Treasury Alexander Hamilton's financial plans in the 1790s?
- (1) incentives to encourage agricultural expansion
 - (2) creation of a national bank
 - (3) direct taxes on the states to support government operations
 - (4) free trade with other nations

- 11 President George Washington's principal reason for issuing the Proclamation of Neutrality (1793) was to
- (1) repay France for help in the Revolutionary War
 - (2) protect United States interests in the Caribbean area
 - (3) safeguard the newly won independence
 - (4) punish the British for failing to withdraw from American territory

- 12 The Supreme Court decision in *Marbury v. Madison* (1803) was important because it
- (1) established the principle of judicial review
 - (2) led to the reelection of President Thomas Jefferson
 - (3) showed that the states were stronger than the federal government
 - (4) proved that the legislative branch was the most powerful branch of government
- 13 During the first half of the 19th century, the construction of canals and roads led to the
- (1) expansion of trade between midwestern farmers and eastern merchants
 - (2) growth of plantation agriculture in Texas and New Mexico
 - (3) severe economic decline of the South
 - (4) bankruptcy of several railroad companies in the Mississippi Valley
- 14 Which term did Americans use in the 1840s to describe the idea that the United States should possess the entire continent?
- (1) containment
 - (2) globalization
 - (3) Manifest Destiny
 - (4) popular sovereignty
- 15 During the 1840s, abolitionists opposed annexation of new western territory because they
- (1) feared the admission of new slave states
 - (2) wanted to limit the power of the national government
 - (3) were concerned with the legal rights of Native American Indians
 - (4) supported an isolationist foreign policy
- 16 In the ten years following the Civil War, a large numbers of former slaves earned a living by becoming
- (1) conductors on the Underground Railroad
 - (2) workers in Northern factories
 - (3) sharecroppers on Southern farms
 - (4) gold miners in California

- 17 During the late 1800s, the defenders of Social Darwinism would most likely have supported
- (1) labor unions
 - (2) progressive income taxes
 - (3) laissez-faire capitalism
 - (4) environmental conservation

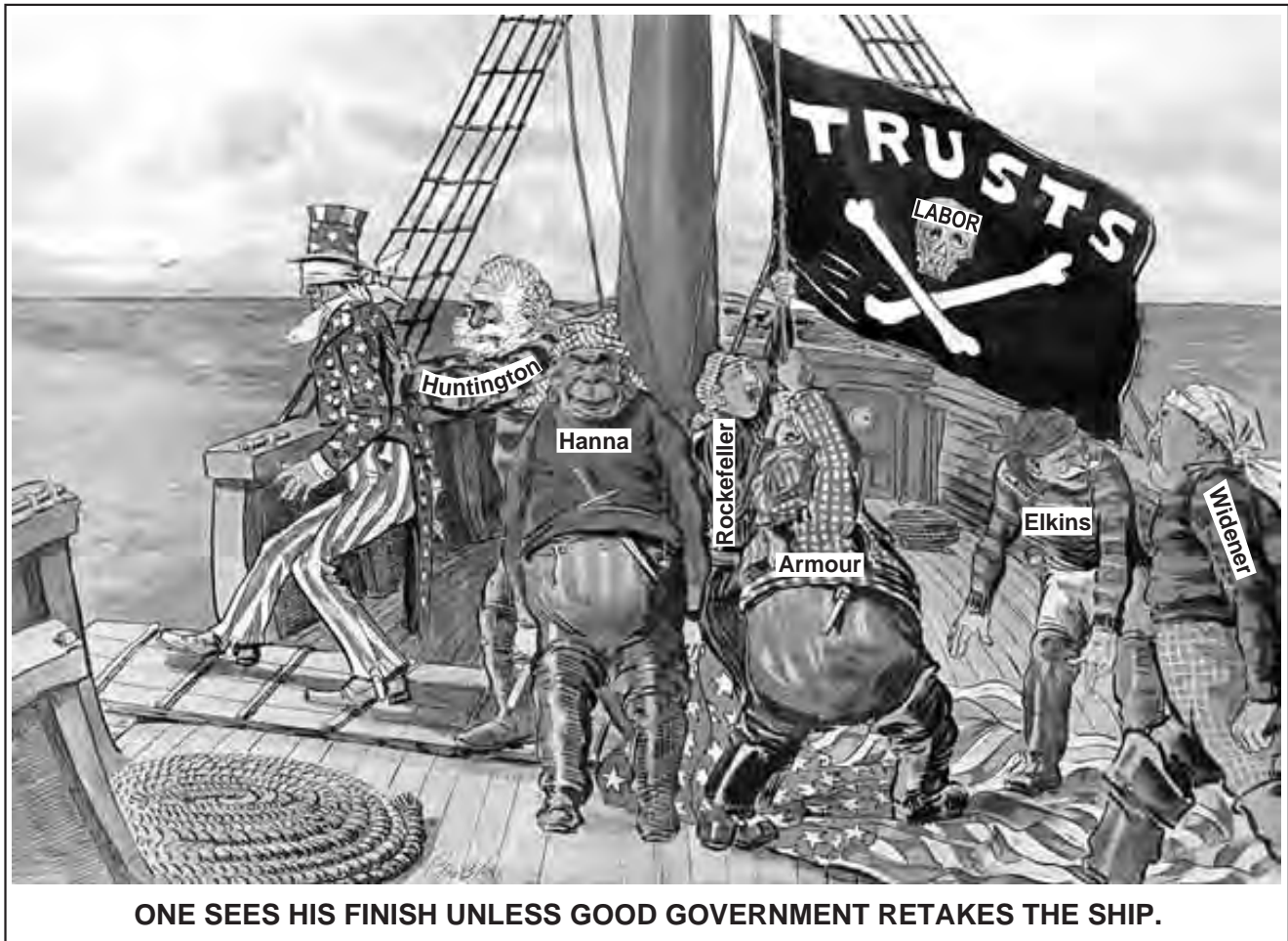
Base your answers to questions 18 and 19 on the passage below and on your knowledge of social studies.

“ . . . This, then, is held to be the duty of the man of Wealth: First, to set an example of modest, unostentatious living, shunning display or extravagance; to provide moderately for the legitimate wants of those dependent upon him; and after doing so to consider all surplus revenues which come to him simply as trust funds, which he is called upon to administer, and strictly bound as a matter of duty to administer in the manner which, in his judgment, is best calculated to produce the most beneficial results for the community— . . . ”

— Andrew Carnegie, “Wealth,” *North American Review*, June 1889

- 18 According to this passage, the responsibility of the wealthy is to
- (1) invest in future industry to increase wealth
 - (2) share their excess wealth with the community
 - (3) maintain a lifestyle consistent with their wealth
 - (4) influence government to assist all people
- 19 Andrew Carnegie carried out the ideas expressed in this statement by
- (1) funding numerous libraries and educational institutions
 - (2) serving many years in the federal government
 - (3) investing his fortune in several new industries
 - (4) promoting programs to benefit the wealthy
-
- 20 The Interstate Commerce Act and the Sherman Antitrust Act were attempts by Congress to
- (1) regulate the activities of big business
 - (2) protect consumers against unsafe products
 - (3) impose government regulations on agricultural production
 - (4) bring transportation activities under government ownership

Base your answers to questions 21 and 22 on the cartoon below and on your knowledge of social studies.



Source: George B. Luks, *The Verdict*, June 5, 1899 (adapted)

- 21 What is the main idea of the cartoon?
- (1) Government policies have created a recession.
 - (2) Americans support the activities of trusts.
 - (3) Good government has saved the country from trusts.
 - (4) Trusts are a threat to the nation.
- 22 Which group would most likely have favored government action to address the issue shown in the cartoon?
- (1) bankers
 - (2) unions
 - (3) industrialists
 - (4) railroad owners
- 23 A goal of President Theodore Roosevelt's Big Stick policy and President William Howard Taft's Dollar Diplomacy policy toward Latin America was to
- (1) join Western Hemisphere nations in a military alliance
 - (2) protect American economic and political interests
 - (3) encourage foreign nations to establish colonies
 - (4) raise Latin America's standard of living
- 24 A major reason the United States entered World War I was to
- (1) gain additional colonial possessions
 - (2) react to the bombing of Pearl Harbor
 - (3) safeguard freedom of the seas for United States ships
 - (4) honor prewar commitments to its military allies

- 25 Which factor contributed most to the growth of nativist attitudes in the United States in the years immediately following World War I?
- (1) the establishment of national Prohibition
 - (2) a decline of organized religions
 - (3) the increase in the number of settlement houses
 - (4) the large numbers of immigrants from southern and eastern Europe
- 26 What was a principle reason for rapid economic growth in the United States during the 1920s?
- (1) prosperity of American agriculture
 - (2) increase of American imports
 - (3) development of many new consumer goods
 - (4) increased spending on defense
- 27 What was one factor that led to the Great Depression?
- (1) government limitations on the amount of money in circulation
 - (2) high wages paid by employers
 - (3) increases in the tax rate for corporations
 - (4) excessive speculation in the stock market
- 28 Much of the domestic legislation of the New Deal period was based on the idea that the federal government should
- (1) favor big business over labor and farming
 - (2) assume some responsibility for the welfare of people
 - (3) own and operate the major industries of the country
 - (4) require local communities to be responsible for social welfare programs
- 29 Which wartime policy toward Japanese Americans was upheld by the Supreme Court in its 1944 ruling in *Korematsu v. United States*?
- (1) deportation to Japan
 - (2) mandatory military service
 - (3) denial of voting rights
 - (4) confinement in internment camps

Base your answers to questions 30 and 31 on the cartoon below and on your knowledge of social studies.



Source: Fred O. Seibel, *Richmond Times-Dispatch*, January 8, 1937

- 30 What is the main idea of this cartoon?
- (1) The legislative branch disagreed with the executive branch during the presidency of Franklin D. Roosevelt.
 - (2) President Franklin D. Roosevelt wanted the Supreme Court to support his programs.
 - (3) Justices of the Supreme Court were not asked for their opinion about New Deal programs.
 - (4) The three branches of government agreed on the correct response to the Great Depression.
- 31 President Roosevelt responded to the situation illustrated in the cartoon by
- (1) calling for repeal of many New Deal programs
 - (2) demanding popular election of members of the judicial branch
 - (3) asking voters to elect more Democrats to Congress
 - (4) proposing to increase the number of justices on the Supreme Court

- 32 The goal of President Harry Truman's Fair Deal was to
- (1) continue reforms begun during Franklin D. Roosevelt's presidency
 - (2) decrease government spending on social welfare programs
 - (3) reduce taxes on large corporations and wealthy individuals
 - (4) restore domestic policies that existed in the 1920s

- 33 A controversial issue that resulted from World War II was the
- (1) future role of the League of Nations
 - (2) morality of nuclear warfare
 - (3) commitment of troops without congressional approval
 - (4) civilian control of the military

- 34 McCarthyism in the early 1950s resulted from
- (1) new commitments to civil rights for African Americans
 - (2) opposition to the Marshall Plan
 - (3) charges that Communists had infiltrated the United States government
 - (4) increased public support for labor unions

- 35 What was a major outcome of the Korean War (1950–1953)?
- (1) Korea continued to be a divided nation.
 - (2) North Korea became an ally of the United States.
 - (3) South Korea became a communist nation.
 - (4) Control of Korea was turned over to the United Nations.

- 36 “. . . Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty. . . .”

— President John F. Kennedy, Inaugural Address, 1961

This statement by President Kennedy suggests a continued commitment to the foreign policy of

- (1) isolationism
- (2) appeasement
- (3) containment
- (4) imperialism

- 37 The Supreme Court decisions in *Gideon v. Wainwright* (1963) and *Miranda v. Arizona* (1966) have been criticized because these rulings
- (1) expanded the rights of the accused
 - (2) granted more powers to federal judges
 - (3) lengthened prison sentences for the guilty
 - (4) reinstated the use of capital punishment

Base your answer to question 38 on the table below and on your knowledge of social studies.

Federal Debt, 1970–1998

(billions of dollars)

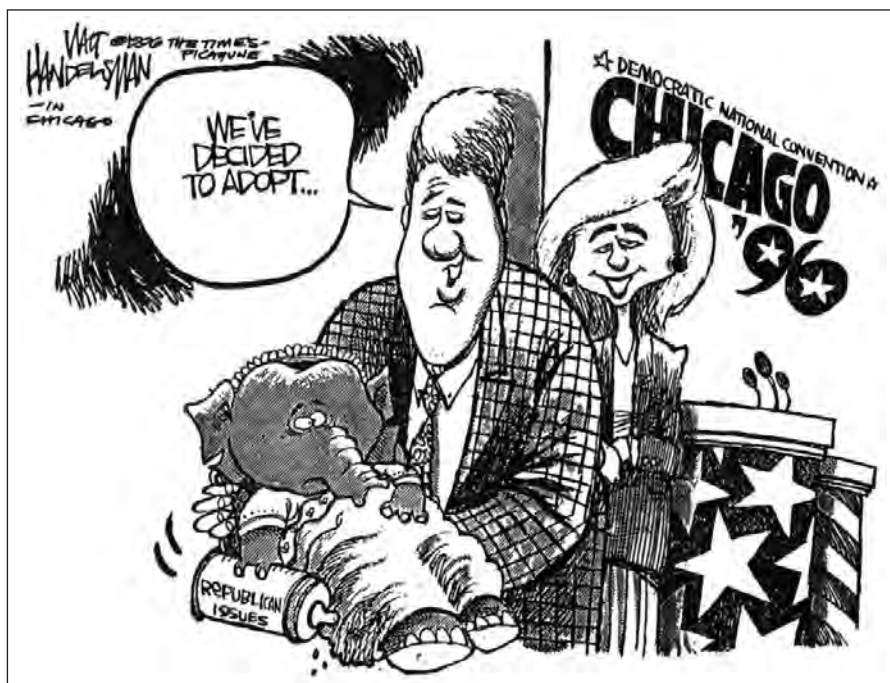
Year	Debt
1970	\$ 380.9
1975	\$ 541.9
1980	\$ 909.0
1982	\$1,137.3
1984	\$1,564.6
1986	\$2,120.5
1988	\$2,601.1
1990	\$3,206.3
1992	\$4,001.8
1994	\$4,643.3
1996	\$5,181.5
1998	\$5,478.2

Source: *Historical Tables, Budget of the United States Government*, Fiscal Year 2005 (adapted)

- 38 Which practice of the federal government has contributed most to the situation shown in the table?
- (1) taking steps to reduce growth of the gross domestic product
 - (2) raising taxes to try to reduce inflation
 - (3) spending more money than is received in revenues
 - (4) lowering taxes during election years

- 39 The Supreme Court decision in *Roe v. Wade* (1973) was based on the constitutional principle of
- (1) protection of property rights
 - (2) freedom of speech
 - (3) right to privacy
 - (4) freedom of religion

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



Source: Walt Handelsman, *The Times-Picayune* (adapted)

40 The point of view expressed in this cartoon is that

- (1) President and Mrs. Clinton have made Chicago their new home
- (2) President Clinton supports adoption over abortion
- (3) Republican issues should not be part of the Democratic National Convention
- (4) Democrats sometimes support traditionally Republican issues

41 President Richard Nixon's policy of détente is best characterized by his

- (1) decision to dismantle the nuclear weapons arsenal of the United States
- (2) attempt to reduce tensions with the Soviet Union
- (3) order to bomb Cambodia
- (4) support for membership in the United Nations for communist countries

42 The War Powers Act of 1973 was passed by Congress as a response to the

- (1) spread of nuclear weapons during the Cold War
- (2) invasion of Kuwait by Iraq
- (3) threat of communism in the Middle East
- (4) United States involvement in the Vietnam War

43 "I believe that our young people [18–20 years old] possess a great social conscience, are perplexed by the injustices which exist in the world and are anxious to rectify [correct] these ills."

— Senator Jennings Randolph, 1971,
The New York Times

Those who favor this point of view would likely have supported

- (1) a constitutional amendment extending voting rights
- (2) a presidential decision to raise speed limits
- (3) a Supreme Court ruling to reverse desegregation
- (4) a law passed by Congress to increase Social Security benefits

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

United States Trends in Farming, 1910 – 1960

Table A Number of Farms	
1910	6,406,000
1920	6,518,000
1930	6,546,000*
1940	6,350,000*
1950	5,648,000*
1960	3,963,000*
*Includes Alaska and Hawaii	

Table B Number of People in Agriculture	
1910	11,770,000
1920	10,790,000
1930	10,560,000
1940	9,575,000
1950	7,870,000
1960	5,970,000

Source: United States Census Bureau (adapted)

44 Which situation is associated with the trends in agriculture shown in these tables?

- (1) Farm foreclosures decreased.
- (2) Farm size was substantially reduced.
- (3) Farm output declined.
- (4) Farmers became a smaller percentage of the labor force.

45 The Supreme Court decisions in *New York Times Co. v. United States* (1971) and *United States v. Nixon* (1974) reinforced the principle that the president of the United States

- (1) has unlimited use of the veto power
- (2) is protected from unfair media criticism
- (3) may not be convicted of a crime
- (4) is not above the law

46 The beginning of the collapse of communism in Eastern Europe is most closely associated with the

- (1) fall of the Berlin Wall
- (2) admission of Warsaw Pact nations to the North Atlantic Treaty Organization (NATO)
- (3) intervention of the North Atlantic Treaty Organization (NATO) in Yugoslavia
- (4) formation of the European Union

47 Which development led to the other three?

- (1) growth of tenements and slums
- (2) shift from a rural to an urban lifestyle
- (3) rapid industrial growth
- (4) widespread use of child labor

48 The dispute over counting Florida voter ballots in the presidential election of 2000 was settled by

- (1) an order of the governor of Florida
- (2) an agreement between the candidates
- (3) a vote of the United States Senate
- (4) a United States Supreme Court decision

49 As the average age of the nation's population increases, there will be a need to

- (1) create more child care facilities
- (2) address the financing of Medicare
- (3) increase the number of public schools
- (4) reform immigration laws

50 Reducing interest rates to stimulate economic growth is a function of the

- (1) Department of Commerce
- (2) Federal Reserve System
- (3) Federal Deposit Insurance Corporation
- (4) Securities and Exchange Commission

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) **describe** means “to illustrate something in words or tell about it”
- (c) **evaluate** means to “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: Reform Movements in the United States

Reform movements are intended to improve different aspects of American life. Through the actions of individuals, organizations, or the government, the goals of these reform movements have been achieved, but with varying degrees of success.

Task:

Identify **two** reform movements that have had an impact on American life and for **each**

- Discuss **one** major goal of the movement
- Describe **one** action taken by an individual, an organization, or the government in an attempt to achieve this goal
- Evaluate the extent to which this goal was achieved

You may use any reform movement from your study of United States history. Some suggestions you might wish to consider include the abolitionist movement, woman’s suffrage movement, temperance movement, Progressive movement, civil rights movement, women’s rights movement, and environmental movement.

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 argument; to present in some detail”

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. It 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:

After World War I, events in Europe caused the United States to review its foreign policy. This review led to controversies between those who supported a return to isolationism and those who wanted to see the United States take a more active role in world affairs.

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

- Discuss United States foreign policy toward Europe prior to World War II. In your discussion, include the arguments used by those who *supported* isolationism **and** those who were *opposed* to it.

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

... No people came to believe more emphatically than the Americans that the Great War [World War I] was an unalloyed [absolute] tragedy, an unpardonably costly mistake never to be repeated. More than fifty thousand American doughboys [soldiers] had perished fighting on the western front, and to what avail? So far from being redeemed by American intervention, Europe swiftly slid back into its historic vices of authoritarianism and armed rivalry, while America slid back into its historic attitude of isolationism. Isolationism may have been most pronounced in the landlocked Midwest, but Americans of both sexes, of all ages, religions, and political persuasions, from all ethnic groups and all regions, shared in the postwar years a feeling of apathy toward Europe, not to mention the rest of the wretchedly quarrelsome world, that bordered on disgust. "Let us turn our eyes inward," declared Pennsylvania's liberal Democratic governor George Earle in 1935. "If the world is to become a wilderness of waste, hatred, and bitterness, let us all the more earnestly protect and preserve our own oasis of liberty." . . .

Source: David M. Kennedy, *Freedom from Fear*, Oxford University Press, 1999

- 1 Based on this document, state **one** reason many Americans wanted to return to a policy of isolationism after World War I. [1]

Score

Document 2

. . . It seems to be unfortunately true that the epidemic of world lawlessness is spreading.

When an epidemic of physical disease starts to spread, the community approves and joins in a quarantine of the patients in order to protect the health of the community against the spread of the disease.

It is my determination to pursue a policy of peace. It is my determination to adopt every practicable measure to avoid involvement in war. It ought to be inconceivable that in this modern era, and in the face of experience, any nation could be so foolish and ruthless as to run the risk of plunging the whole world into war by invading and violating, in contravention [violation] of solemn treaties, the territory of other nations that have done them no real harm and are too weak to protect themselves adequately. Yet the peace of the world and the welfare and security of every nation, including our own, is today being threatened by that very thing. . . .

War is a contagion [virus], whether it be declared or undeclared. It can engulf states and peoples remote from the original scene of hostilities. We are determined to keep out of war, yet we cannot insure ourselves against the disastrous effects of war and the dangers of involvement. We are adopting such measures as will minimize our risk of involvement, but we cannot have complete protection in a world of disorder in which confidence and security have broken down. . . .

Source: President Franklin D. Roosevelt, Quarantine Speech, October 5, 1937

- 2 According to this document, what was President Franklin D. Roosevelt's viewpoint about United States involvement in war? [1]

Score

Document 3

In this speech, Senator Robert A. Taft agrees with President Franklin D. Roosevelt's policy concerning the war in Europe.

. . . Secondly, it has been widely argued that we should enter the war to defend democracy against dictatorship. The President himself, less than a year ago, suggested that it was our duty to defend religion, democracy, and good faith throughout the world, although he proposed methods short of war. I question the whole theory that our entrance into war will preserve democracy. The purpose of the World War [I] was to save democracy, but the actual result destroyed more democracies and set up more dictatorships than the world had seen for many days. We might go in to save England and France and find that, when the war ended, their governments were Communist and Fascist. Nothing is so destructive of forms of government as war. . . .

The arguments for war are unsound and will almost certainly remain so. The horrors of modern war are so great, its futility is so evident, its effect on democracy and prosperity and happiness so destructive, that almost any alternative is to be desired. . . .

Source: Senator Robert A. Taft, speech in Minneapolis, September 6, 1939

- 3 Based on this document, state **one** reason Senator Taft was opposed to the United States entering the war in Europe. [1]

Score

Document 4

This cartoon is a view of United States foreign policy from the perspective of a British cartoonist in 1940.



"So this is isolation."

Source: David Low, *Evening Standard*, July 4, 1940

4 According to this cartoon, what is threatening the United States policy of isolationism? [1]

Score

Document 5

In the spring of 1940 opinion polls indicated, as they had for some time, that two thirds of the American public believed it was more important to keep out of war than to aid Britain; by September less than half of the American public held this view; and by January 1941 70 per cent were prepared to aid Britain at the risk of war. The German victory in the West, climaxed by the fall of France in June 1940, brought about a change in American public opinion and in public policy which the nation's most influential political leader of the twentieth century [President Franklin D. Roosevelt] had tried but failed to bring about since at least 1937. By every index [opinion poll], a substantial majority of Americans came at last to the view that the avoidance of British defeat was sufficiently in the American interest to justify the risk of war. On the basis of that shift in public opinion the presidential campaign of 1940 was fought and the groundwork laid for Lend-Lease and accelerated rearmament. . . .

Source: W. W. Rostow, *The United States in the World Arena*, Harper & Brothers, 1960

5a According to this document, how did public opinion change between the spring of 1940 and January 1941? [1]

Score

b Based on this document, identify **one** event that caused public opinion to change during this time period. [1]

Score

Document 6

. . . The lend-lease-give program is the New Deal's triple A foreign policy; it will plow under every fourth American boy.

Never before have the American people been asked or compelled to give so bounteously [much] and so completely of their tax dollars to any foreign nation. Never before has the Congress of the United States been asked by any President to violate international law. Never before has this Nation resorted to duplicity [deception] in the conduct of its foreign affairs. Never before has the United States given to one man the power to strip this Nation of its defenses. Never before has a Congress coldly and flatly been asked to abdicate.

If the American people want a dictatorship—if they want a totalitarian form of government and if they want war—this bill should be steam-rolled through Congress, as is the wont [desire] of President Roosevelt.

Approval of this legislation [Lend-Lease bill] means war, open and complete warfare. I, therefore, ask the American people before they supinely [passively] accept it, Was the last World War worth while? . . .

Source: Senator Burton K. Wheeler, speech in Congress, January 21, 1941

- 6 Based on this document, state **one** reason Senator Wheeler was opposed to the Lend-Lease bill. [1]

Score

Document 7

. . . War is not inevitable for this country. Such a claim is defeatism in the true sense. No one can make us fight abroad unless we ourselves are willing to do so. No one will attempt to fight us here if we arm ourselves as a great nation should be armed. Over a hundred million people in this nation are opposed to entering the war. If the principles of democracy mean anything at all, that is reason enough for us to stay out. If we are forced into a war against the wishes of an overwhelming majority of our people, we will have proved democracy such a failure at home that there will be little use fighting for it abroad. . . .

Source: Charles Lindbergh, speech at a rally of the America First Committee, April 23, 1941

- 7 Based on this document, state **one** reason Charles Lindbergh believed that the United States should stay out of the war. [1]

Score

Document 8

. . . It has been said, times without number, that if Hitler cannot cross the English Channel he cannot cross three thousand miles of sea. But there is only one reason why he has not crossed the English Channel. That is because forty-five million determined Britons in a heroic resistance have converted their island into an armed base from which proceeds a steady stream of sea and air power. As Secretary Hull has said: "It is not the water that bars the way. It is the resolute determination of British arms. Were the control of the seas by Britain lost, the Atlantic would no longer be an obstacle — rather, it would become a broad highway for a conqueror moving westward."

That conqueror does not need to attempt at once an invasion of continental United States in order to place this country in deadly danger. We shall be in deadly danger the moment British sea power fails; the moment the eastern gates of the Atlantic are open to the aggressor; the moment we are compelled to divide our one-ocean Navy between two oceans simultaneously. . . .

Source: *The New York Times*, "Let Us Face the Truth," editorial, April 30, 1941

- 8 According to this editorial excerpt, what is **one** reason Americans should oppose the United States policy of isolationism? [1]

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 your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

After World War I, events in Europe caused the United States to review its foreign policy. This review led to controversies between those who supported a return to isolationism and those who wanted to see the United States take a more active role in world affairs.

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

- Discuss United States foreign policy toward Europe prior to World War II. In your discussion, include the arguments used by those who *supported* isolationism **and** those who were *opposed* to it.

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 a conclusion that are beyond a restatement of the theme

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The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY
AND GOVERNMENT

Tuesday, June 21, 2005 — 1:15 to 4:15 p.m., only

ANSWER SHEET

☐ Male
☐ Female

Student Sex:
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)

Part I

- | | |
|---------|---------|
| 1..... | 26..... |
| 2..... | 27..... |
| 3..... | 28..... |
| 4..... | 29..... |
| 5..... | 30..... |
| 6..... | 31..... |
| 7..... | 32..... |
| 8..... | 33..... |
| 9..... | 34..... |
| 10..... | 35..... |
| 11..... | 36..... |
| 12..... | 37..... |
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| 15..... | 40..... |
| 16..... | 41..... |
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| 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

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Tuesday, June 21, 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

June 21, 2005

Part I

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

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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
June 2005

Theme: Reform Movements in the United States

Reform movements are intended to improve different aspects of American life. Through the actions of individuals, organizations, or the government, the goals of these reform movements have been achieved, but with varying degrees of success.

Task: Identify *two* reform movements that have had an impact on American life and for *each*

- Discuss *one* major goal of the movement
- Describe *one* action taken by an individual, an organization, or the government in an attempt to achieve this goal
- Evaluate the extent to which this goal was achieved

You may use any reform movement from your study of United States history. Some suggestions you might wish to consider include the abolitionist movement, woman's suffrage movement, temperance movement, Progressive movement, civil rights movement, women's rights movement, and environmental movement.

Scoring Notes:

1. This thematic essay has a minimum of *six* components (*three* aspects [a major goal, an action taken, and an evaluation of the extent to which the goal was achieved] for each of *two* reform movements).
2. If the topics of woman's suffrage and women's rights are chosen as the reform movements, the response must include distinct and separate information for both movements.

Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by identifying *two* reform movements that have had an impact on American life, discussing *one* major goal of *each* movement, describing *one* action taken by an individual, an organization, or the government in an attempt to achieve *each* goal, and evaluating the extent to which *each* goal was achieved
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information) e.g., for *woman's suffrage*: a growing number of women noticed a problem with the sexist inequalities in society and began to speak up; because of this reform movement; women today are more politically equal to men; for *civil rights*: even though slavery had long been abolished, Jim Crow laws existed, segregation still existed, and racism persisted; although racism is an ever present factor of American society, the civil rights movement significantly decreased the inequalities and stereotypes that existed, allowing for an end to segregation and the beginning of integration, which is still going on today
- Richly supports the theme with relevant facts, examples, and details e.g., for *woman's suffrage*: Elizabeth Cady Stanton; Lucretia Mott; Susan B. Anthony; Seneca Falls Convention; 19th amendment; women working in factories during World War I and World War II; for *civil rights*: Jim Crow laws; *Plessy v. Ferguson*; *Brown v. Board of Education of Topeka*; segregation; integration; racism; sit-ins; boycotts; passive resistance; Rosa Parks; Montgomery bus boycott; Martin Luther King, Jr.; March on Washington; "I have a Dream" speech; President Dwight D. Eisenhower and the Little Rock incident; Civil Rights Act of 1964; Voting Rights Act of 1965
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by developing two aspects of the task more thoroughly than a third aspect of the task for both reform movements *or* developing all three aspects of the task for one reform movement more thoroughly than for the other reform movement
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information) e.g., for *woman's suffrage*: inequalities existed between men and women in American society; by not allowing women the right to vote, they were denied a right already given to men; for *civil rights*: slavery had been abolished but Jim Crow laws were put into effect, encouraging racism; the civil rights movement decreased segregation, but some racism still exists
- 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 **at least four** aspects of the task in some depth
- Is more descriptive than analytical (applies, may analyze, and/or evaluates information) e.g., for *woman's suffrage*: some women began to take action to deal with getting the right to vote; the woman's suffrage movement gave women the right to vote; for *civil rights*: Jim Crow laws were put into effect after the Civil War; the civil rights movement has helped to bring about integration
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

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

Score of 2:

- Minimally develops **all** aspects of the task *or* develops **at least three** aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis e.g., a war broke out and all of the men were at war; the employers had no choice but to hire the women, since there were not strong men around; the Emancipation Proclamation was a declaration that issued the freedom of all slaves; Susan B. Anthony helped organize and attended the Seneca Falls Convention in 1848
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 1:

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

Score of 0:

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

Throughout American history, reform movements have arisen to deal with major problems facing American society. This was certainly true of the Progressive movement of the late 1800s and early 1900s and the Civil Rights movement of the 1950s and 1960s. Both achieved many of their goals and as a result American society is greatly changed.

As the 1880s began, so did the rapid growth of big business. Huge companies were controlling industries, creating monopolies, practicing unfair ethics, and killing the competition of the small businessman. Then came the labor unions. People were being forced to work up to 16 hour days on very low wages, no benefits, they were dead tired, worked to the bone, and could barely afford to live. Unions, which worked for the rights of the employees, were illegal early on, and riots sometimes broke out when workers tried to strike or picket. All these things were making Big Business look criminal and almost evil, yet, until these companies were challenged, nothing changed.

As more time passed, these Businesses and their "Bosses" continued to grow and get wealthy, people finally stepped in. A new era began—the Progressive movement. These were people who worked tirelessly for the rights of the workers and to regulate Big Business. Pressure was put on government for help, and so they stepped in, laws were passed granting maximum work hours for women. Many labor laws were passed regarding child workers. The Sherman Antitrust and Clayton Acts were passed to break up unfair trusts, monopolies, and further observe the actions of the Bosses and how they practiced. Theodore Roosevelt was a famous trustbuster. Many changes were made because of these "Progressivists," and we have much to thank them

So. Even today, monopolistic businesses are subject to government action. In terms of influence, this Progressive era greatly impacted American society. Progressive reforms were expanded ~~by~~ by the New Deal and the Great Society. Employees now enjoy ~~the~~ health care, dental and Social Security pension benefits. A minimum wage - which varies state to state - is mandatory for paid employees. Job hours are regulated and break time is a must. The businesses themselves are always being watched by the government, society, and the workers. We owe a lot to these Progressivists of the past. Without their selfless actions, we might not be enjoying how we are treated at work at all.

Another reform movement that greatly impacted American life was the Civil Rights movement for African Americans in the 1950s and 1960s. Even though the 13th, 14th & 15th amendments were passed after the Civil War, African Americans were not treated as equal to whites. Many African Americans were kept from voting by grandfather clauses and the threats of the KKK. The Supreme Court ruling in Plessy v. Ferguson established a "separate but equal" doctrine in public places. Southern states passed more Jim Crow laws. African Americans had to go to separate schools, use different drinking fountains and restrooms. Neither the federal or state governments were doing anything to correct these situations.

The major goal of the Civil Rights movement was to make blacks truly equal to whites. President Truman issued an executive order banning segregation in the military, but legal segregation was still a fact of life in Southern states. Even with the Brown v. Board decision in 1954, many Southern

states were doing little to integrate ^{public} schools. Then Rosa Parks stepped in and refused to give up her seat on a public bus in Montgomery, Alabama. She was arrested and convicted of breaking a segregation law. Soon all of the African Americans were boycotting the city buses. Martin Luther King then stepped in as a leader in the boycott. Even though it was a great physical hardship for many, African American workers organized car pools or walked rather than ride segregated buses. Finally, bus segregation was outlawed.

The success in ending segregation on public buses encouraged African Americans to focus on other areas of inequality. The 1964 Civil Rights Act outlawed racial discrimination in employment and public facilities. The Voting Rights Act of 1965 helped African Americans in Southern states register to vote. These laws might not have been possible without the earlier success of the Montgomery bus boycott. What an impact these laws had on our society! Speaking of influence, where would we be without the actions of civil rights activists – MLK, Jr., Thurgood Marshall – and all their supporters? They fought for the rights and natural freedoms we all deserve – life, liberty, and the pursuit of happiness. They truly changed our lives.

It is clear that both the Progressive movement and the Civil Rights movement dealt with major problems confronting American society. Both were largely successful and changed American society greatly. The New Deal and the Great Society programs were built on the Progressive movement. The success of the African American Civil Rights movement encouraged other groups such as the Native Americans to push for equality. We will forever be indebted to those who fought for the betterment of society.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the Progressive movement and the civil rights movement, discussing one major goal of each movement, describing actions taken by individuals, organizations and government in an attempt to achieve the goal, and evaluating the extent to which the goal was achieved
- Is more analytical than descriptive (*Progressive movement*: huge companies were controlling industries, creating monopolies, practicing unfair ethics, and killing the competition of the small businessman; big business looked criminal and almost evil, yet until these companies were challenged, nothing changed; even today monopolistic businesses are subject to government action; Progressive reforms were later expanded by the New Deal and the Great Society; *civil rights movement*: African Americans were still not treated as equals to whites; because of this ruling Southern states passed more Jim Crow laws; even with the *Brown v. Board of Education* decision in 1954, many Southern states were doing little to integrate public schools; even though it was a great physical hardship for many, African American workers organized car pools or walked rather than ride segregated buses)
- Richly supports the theme with relevant facts, examples, and details (*Progressive movement*: people were being forced to work up to 16-hour days on very low wages; riots sometimes broke out when workers tried to strike or picket; pressure was put on government for help; laws were passed granting maximum work hours for women; many labor laws were passed regarding child workers; Sherman Antitrust Act; Clayton Act; Theodore Roosevelt; *civil rights movement*: 13th, 14th, and 15th amendments; grandfather clauses and threats of the KKK; *Plessy v. Ferguson* and “separate but equal”; Jim Crow laws; Truman executive order; Rosa Parks; Montgomery, Alabama; Martin Luther King; Thurgood Marshall; 1964 Civil Rights Act; 1965 Voting Rights Act)
- 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. Both reform movements are thoroughly developed with much analysis and detailed information. The conclusion ties Progressive reform to the New Deal and the Great Society and suggests that the success of the African American civil rights movement has influenced other disadvantaged groups such as Native Americans.

Throughout history there have been various reform movements that changed society specifically, reform movements have had an impact on American life. Through the actions of individuals, organizations, and governments, goals have been achieved with varying degrees of success. Two particular examples of reform movements in American history are the women's suffrage movement of the late 1800's and early 1900's and the Civil Rights movements of the 1950's and 1960's. Both these movements were very successful and their benefits are still being reaped today.

Before the women's suffrage movement, women were treated poorly. Their main purpose was to cook, clean, and care for the children. However a growing number of strong-willed women noticed a problem with sexist inequalities in society and began to speak up. People like Elizabeth Cady Stanton & Lucretia Mott held conventions for women's rights, such as the Seneca Falls Convention. These conventions advocated women's rights and called for an end to the unfair standards of society. Later, more women's rights ^{advocates} emerged like Susan B. Anthony who continued the struggle. The 19th amendment was ^{passed} approved in 1920 granting women the right to vote. Had it not been for the inspiring leadership of these few women leaders, the women's suffrage movement might have died without success. Because of this movement, women today are more politically equal to men. The success of the women's suffrage movement led to efforts ~~to go~~ in the 1960s for women to gain other rights, such as equal pay. The success of the women's suffrage movement helped to inspire the African American civil rights movement.

Although women began to be treated more equally in the early 1900's. It wasn't until the Civil Rights movement of the 1950's and 1960's that

blacks were beginning to be treated fairly. Even though slavery had long been abolished, Jim Crow laws existed. They created legal segregation. Racism was very present. Blacks were forced to drink from "colored" water fountains, attend separate schools, and sit on the back of the bus. These conditions created a psychological sense of inferiority among African Americans.

A major goal of the Civil Rights movement was ^{to} integrate public schools. Southern states required legally segregated public schools. Plessy v. Ferguson required "separate but equal" facilities. The schools for African Americans in the South were worse than white schools. Black schools usually had much larger class sizes, ^{more} unqualified teachers, and outdated textbooks.

In 1954, in order to correct these conditions, the U.S. Supreme Court overturned the Plessy decision in Brown v. the Board of Education. This required the integration of public schools because of the 14th amendment wording. However, many Southern states were slow to comply. When the Little Rock, Arkansas school board attempted to enforce this decision, the governor called out the National Guard to prevent the integration of Little Rock Central High School.

Pres. Eisenhower became involved because he recognized the federal vs. ~~state~~ ^{state} conflict. As President he felt obligated to enforce the Supreme Court ruling. He placed the Arkansas National Guard under federal control and added 1000 paratroopers to protect the 9 African American children so they could attend ^{at Little Rock} Central High School. With this protection the Little Rock 9 attended the integrated school for the rest of the year.

Eisenhower's action in Little Rock started the process of federal government action to integrate Southern schools. However, the pace of ~~less~~ de-segregation was so slow that even 10 years after the Brown ruling, most African American~~s~~ students in the South were still attending segregated schools. It would take more action of the federal government to achieve the civil rights goal of integrated public schools.

Eisenhower's protection of the Little Rock 9 as well as the court's favorable decision in Brown v. Board of Ed. proved the United States government's determination to change society. Although racism is still a factor in American society, the Civil Rights movement significantly decreased the inequalities and stereotypes that existed, allowing for an end to segregation and the beginning of integration which is still going on today.

~~With~~ With the Women's suffrage movement and Civil Rights movement as proof, it is clear that ~~rough~~ ^{through} the actions of individuals, organizations, and governmental goals can be achieved. Although American society is still not entirely equal, the movements made by women and Civil Rights ~~activist~~ ^{activists} made vast improvements which are still relevant in today's society.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the woman's suffrage movement and the civil rights movement, discussing one major goal of each movement, describing actions taken by individuals, organizations, and government in an attempt to achieve the goal, and evaluating the extent to which the goal was achieved
- Is more analytical than descriptive (*woman's suffrage*: had it not been for the inspiring leadership of these few women leaders, the woman suffrage movement might have died without success; women today are more politically equal to men; the success led to efforts in the 1960s for women to gain other rights, such as equal pay; helped to inspire the African American civil rights movement; *civil rights*: the schools for African Americans in the South were worse than white schools; in 1954, in order to correct these conditions, the U.S. Supreme Court overturned the Plessy decision in *Brown v. Board of Education*; conditions created a psychological sense of inferiority among African Americans; President Eisenhower became involved because he recognized the federal vs. state conflict; President felt obligated to enforce the Supreme Court ruling; Eisenhower's action and Supreme court decision in *Brown* proved the United States government's determination to change society; the civil rights movement significantly decreased the inequalities and stereotypes that existed)
- Richly supports the theme with relevant facts, examples, and details (*woman's suffrage*: late 1800s and early 1900s; women were treated poorly; Elizabeth Cady Stanton and Lucretia Mott held conventions for women's rights, such as the Seneca Falls convention; Susan B. Anthony; 19th amendment in 1920; *civil rights*: 1950s and 1960s; slavery had long been abolished; Jim Crow laws; "colored" water fountains; "separate but equal"; *Plessy v. Ferguson*; *Brown v. Board of Education*; 14th amendment; Central High School; National Guard; Little Rock Nine; desegregation and integration)
- 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 5. The response contains much analysis and detailed information in the development of both the woman's suffrage and the civil rights movement.

Throughout United States history, several reform movements have taken place to change the ideas and values of the nation. In each reform, certain individuals and organizations have been able to reach some level of success and have gained recognition. Two interrelated reforms that have gained much recognition and success are the abolitionist and Civil Rights movement. ~~Without the success~~ The success and failure of the Abolitionist movement resulted in the need for the Civil Rights Movement nearly a hundred years later.

The Abolitionist movement started to really gain popularity during the years up to and during the Civil War of the United States. Its major goal was to end slavery and integrate African Americans into society. Although there were different opinions as to how and how soon, the main concern was freedom. One abolitionist leader and former slave, Frederick Douglass, used his own slavery experience to influence the nation and relate to society the horrors of slavery. The autobiography Douglass wrote gained much popularity and managed to influence opinions. Abolitionism was achieved during the Civil War and adapted to the Constitution by the 13th Amendment yet the extent to which African Americans were free was limited. African

Americans were still discriminated against and treated with the same inferiority although they were citizens. This problem resulting from the Abolitionist Movement thus led for the need of the Civil Rights movement in the 1960s.

The Civil Rights movement's goal was to gain full equality and end discrimination for all minority groups, especially that of African Americans. Segregation of public facilities and the use of intimidation at voting polls, discriminated and prevented the exercise of citizen rights. Although no one was enslaved, citizen rights were ^{indirectly} denied because of minority status. One leader who struggled against these norms and ideals of 1960s society was Dr. Martin Luther King, Jr. King led civil disobedience rallies in which nonviolent measures were taken to force government into recognizing the Civil Rights movement's goal for equality and a change from society. King's efforts led to his assassination and yet a renewed spirit for activists. The Civil Rights act of 1964 proved to be the ultimate success of the movement.

Both the Abolitionist and Civil Rights movement enacted change in the United States. Yet neither ~~+~~ soured the degree of racism inherent to the reasons for

the movements. Tolerance and equality was gained but racism has yet to be solved. The Abolitionist movement gained freedom but the Civil Rights movement gained the equality and tolerance needed to enact freedom's rights. Both movements raised the status of minorities but there has yet to be a movement that ends the racism still reminiscent of old societal times.

Anchor Level 4-A

The response:

- Develops all aspects of the task for the abolitionist movement and the civil rights movement but not in great depth
- Is both descriptive and analytical (*abolitionist movement*: started to gain popularity during the years up to and during the Civil War; although there were different opinions as to how and how soon, the main concern was freedom; one abolitionist leader and former slave, Frederick Douglass, used his own slavery experience to influence the nation; *civil rights movement*: segregation of public facilities and the use of intimidation at voting polls discriminated and prevented the exercise of citizen rights; one leader who struggled against these norms and ideals of 1960s society was Dr. Martin Luther King, Jr.)
- Supports the theme with relevant facts, examples, and details (*abolitionist movement*: its major goal was to end slavery and integrate African Americans into society; influence of Douglass' autobiography; 13th amendment; *civil rights movement*: King led civil disobedience rallies; nonviolent measures; King's assassination; Civil Rights Act of 1964)
- 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. Both reform movements are evenly developed. The response ties the two reform movements together quite nicely, demonstrating another way to bring good analysis into an essay. However, the response lacks the depth of analysis and development of detailed information prevalent in a Level 5 response.

One reform movement that greatly changed American life was the Civil Rights movement aimed at achieving equal rights for African Americans. During this time in American history African Americans were still treated as second class citizens. Especially in the south, Jim Crow Laws kept African Americans segregated and inhibited them from exercising their voting rights. Martin Luther King Jr. was one of the best known civil rights activists. King led the march on Washington. Thousands of civil rights supporters marched to the White House where King gave a rousing speech. This event led to the passing of the Civil Rights Act of 1964. This movement was very successful in achieving equal rights, although in many places it was resisted. For instance, armed troops had to assist in the desegregation of some schools, such as President Eisenhower's actions in Little Rock. Today African Americans still face some discrimination, but their civil rights are generally respected and they have made great strides toward becoming first-class citizens.

Another reform movement that has had a lasting effect on American life was the environmental

movement. Following the growth of industry and development of cars much more pollution was being put into the air and the earth by chemicals used in insecticides. Most people were unaware of the detrimental effect this was having on the environment. The event that sparked interest in the environment's well being was the publishing of Silent Spring. This book described a spring devoid of the music of birds as well as other living things because of the chemicals in the soil and pollution in the air. After reading this book many people became environmentally aware and wanted safeguards to be placed to protect the environment. This public support led to the creation of the Clean Air Act. This act required emissions on new automobiles to be reduced by 90% and put standards on factory emissions as well. In the 1970s, several clean water acts were passed and the Environmental Protection Agency was created. Some problems such as the illegal dumping of chemicals still exist. This movement was somewhat successful because of the great decrease in the amount of pollution created.

Anchor Level 4-B

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing and evaluating the environmental movement more thoroughly than the civil rights movement
- Is both descriptive and analytical (*civil rights*: during this time in American history, African Americans were still treated as second-class citizens; especially in the South, Jim Crow laws kept African Americans segregated and inhibited them from exercising their voting rights; movement was successful in achieving equal rights although in many places it was resisted; today, African American rights are generally respected and they have made great strides toward becoming first-class citizens; *environmental*: following the growth of industry and development of cars, much more pollution was being put into the air and the earth by chemicals used in insecticides; most people were unaware of the detrimental effect this was having on the environment; after reading *Silent Spring* many people became environmentally aware and wanted safeguards to be placed to protect the environment; some problems such as illegal dumping of chemicals still exist)
- Supports the theme with relevant facts, examples, and details (*civil rights*: Martin Luther King, Jr.; March on Washington; Civil Rights Act of 1964; President Eisenhower's actions in Little Rock; *environmental*: *Silent Spring* described a spring devoid of the music of birds as well as other living things; Clean Air Act; Environmental Protection Agency)
- Demonstrates a general plan of organization; lacks an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 4. The development of the environmental movement is more thorough than for the civil rights movement. Even though the response lacks an introduction and conclusion, the content strengths make it a level 4 response.

Throughout American history there have been numerous reforms with different levels of success. A reform arises when an individual or group of persons do not agree with the current system. ~~whether~~ There are numerous methods to gain support and relate the ~~message~~ purpose of the reform to other individuals, which include, newspapers, letters, books, television, public speaking, and other methods. Two major movements that shaped today's world were the woman's suffrage movement and the civil rights movement. The woman's suffrage movement ~~was a response~~ to the cause because men were only allowed to vote because it was believed that ~~only~~ women could not make such an important decision or comprehend the political world. The civil rights movement arose because ~~a certain group~~ minorities, mainly blacks, were not represented equally in what was considered a "white man's world." Blacks were suppressed and denied many

rights. These two movements are related because they brought about change, the results ~~for~~ are long lasting and still practiced today, and took endless effort, ~~and~~ hard work, and support from numerous people and ~~gas~~ organizations.

The women's suffrage movement's goal was to achieve women's suffrage because at the time women were denied the right to vote. It was believed that women were not capable or intelligent enough to vote. Many organizations were formed to help achieve the goal. In addition, many individuals ~~were~~ ~~long~~ dedicated their lives to achieving the right to vote for women. One well-known activist is Susan B. Anthony. She dedicated her life to women's suffrage, although she had other goals. ~~Anthony opened~~ She joined organizations, protested, and joined forces with Elizabeth Cady Stanton. A major event for this movement was the gathering in Niagara Falls. Women were not allowed to deliver ~~but~~ a public speech. However,

it was done. Anthony, as the other activists, had to endure many criticisms, violent assaults, and threats. However, as a result of everyone's endless efforts women prevailed and achieved their goal. In 1920 an amendment was added to the ~~const.~~ United States Constitution which granted women the right to vote. This was a successful movement which became women today are allowed to vote.

Another major movement was the civil rights movement. This movement arose because blacks were denied their basic rights as humans and American citizens. The major goal of this movement is to achieve equality among blacks and whites. Martin Luther King Jr. played a major role in this movement and even ~~was~~ died for his cause. He delivered the famous "I have a dream..." speech and led many protest. Another important person is Rosa Parks she ended segregation on public buses through protest. A major

event for this movement was the decision made by the Supreme Court in the Brown v. Board of Education case, which was the integration of public schools. The first school that was integrated was in Kansas. ~~which~~ The decision negated the Supreme Court decision made in the Plessy v. Ferguson case, which was "separate but made" segregation legal. This movement is very successful because many changes have been made in regards to racism, but it is not at it has not ended because racism still exist.

These two movements are successful because the goals achieved are still practiced in today's world. ~~In addition, as a result~~ In addition, the opposing side to each movement did participate and fought for their cause, for example, men did help participate in the women's suffrage movement, and ~~the~~ whites did participate in the civil rights movement. This strengthened the movements. Each took dedication and hard work and a long period of time to achieve. However, ~~lack~~ were successful and still end results are still practiced today.

Anchor Level 4-C

The response:

- Develops all aspects of the task for the woman's suffrage movement and the civil rights movement but does so somewhat unevenly in that the goals and actions are developed more thoroughly than the evaluation of the success of each of these reform movements
- Is both descriptive and analytical (*woman's suffrage* : it was believed that women could not make such an important decision or comprehend the political world; at the time, women were denied the right to vote; many individuals dedicated their lives to achieving the right to vote for women; Susan B. Anthony joined forces with Elizabeth Cady Stanton; *civil rights*: arose because minorities, mainly blacks, were not represented equally in what was considered a "white man's world"; Martin Luther King, Jr. played a major role in this movement and even died for his cause; he delivered the famous "I have a Dream" speech; Rosa Parks ended segregation on public buses through protest)
- Supports the theme with relevant facts, examples, and details (*woman's suffrage* : in 1920 an amendment was added to the United States Constitution; *civil rights*: *Brown v. Board of Education*; *Plessy v. Ferguson*); includes a minor inaccuracy (Niagara Falls for Seneca Falls)
- 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. Several generalizations, some details, and some analysis are provided. However, some of the details seem to be out of logical order, leading to some confusion for the reader. More important is the failure to develop the third aspect of the task for either reform movement.

Throughout American history there have been many reform movements aimed at increasing citizen's standards of living. These reformers want to bring about a change that will make the U.S. a better place for everyone to live. Many of these reform movements have had a great impact on the way we, as Americans, live.

One reform movement, which played a key role in defining ~~modern~~ our society today, was the Women's Suffrage movement. The idea of equal rights for women ~~was~~ took off in the mid-nineteenth century. Activists such as Susan Brownwell Anthony and Elizabeth Cady Stanton would address Government officials with their progressive ideas about women being able to vote and having the right to own land.

The women and men of the women's suffrage movement worked for many years, trying to convince a nation that women were worthy of these rights. Finally, in 1920, women were given the right to vote.

by the 19th Amendment to the Constitution. The work of these reformers was key to the development of our society. ~~Without their action women would not be equal partners in our work.~~ Without their action women would not be equal partners in our work.

Progressivism began in the late nineteenth century and lasted through the early to mid-twentieth century. ~~Known as the "Progressive Era", this was a time of great social advancements. The Labor Movement was part of the Progressive Era. Reformers wanted safe working conditions for laborers and a fair minimum wage for all. Their activism led to many labor acts which gave certain standards to employers. These acts guaranteed a safe working environment and the chance for fair pay to citizens.~~ Known as the "Progressive Era", this was a time of great social advancements. The Labor Movement was part of the Progressive Era. Reformers wanted safe working conditions for laborers and a fair minimum wage for all. Their activism led to many labor acts which gave certain standards to employers. These acts guaranteed a safe working environment and the chance for fair pay to citizens.

Consumer safety was also a portion of the Progressive movement. A book called The Jungle came out during this time, letting out the gruesome secrets of the

meat packing industry. ~~This and many other~~
This led to the Food + Drug Act.
Consumers were now ~~safe~~ able to buy
Safe products.

The Progressive Era was full of
muckrakers who uncovered the "dirt" of
our society and brought it to the
attention of ~~the~~ citizens. Many presidents
support this movement as well.

Without the reform movements of
the past, our society would not be
as advanced and efficient as we
are today.

Anchor Level 3-A

The response:

- Develops most aspects of the task in some depth for the Progressive movement and the woman's suffrage movement
- Is more descriptive than analytical (*woman's suffrage* : the idea of equal rights for women took off in the mid-nineteenth century; *Progressive*: a time of great social advancements; the labor movement was part of the Progressive Era; consumer safety was also a portion of the Progressive movement)
- Includes some relevant facts, examples, and details (*woman's suffrage* : activists such as Susan B. Anthony and Elizabeth Cady Stanton would address government officials with their Progressive ideas about women being able to vote and having the right to own land; finally in 1920, women were given the right to vote by the 19th amendment; *Progressive*: progressivism began in the late nineteenth century; *The Jungle*; Food and Drug Act; reformers wanted safe working conditions for laborers); includes some minor inaccuracies (*progressivism*: lasted through the mid-twentieth century; reformers wanted a fair minimum wage for all)
- 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 uses some information and analysis for the first two aspects of the task for both reform movements. For Progressive reform, the response discusses two different goals and an action taken to achieve each goal in such a way that neither action is fully developed.

America, as a nation, has faced many adversities to achieve the world power status it contains today as a nation. From its infancy, America has gone through many reforms that shaped the nation's thought and tolerance towards the rest of the world. Two reforms in particular, the black civil rights movement and the women's suffrage movement, stand out as reforms that furthered our society's scope and tolerance.

African-Americans have always been oppressed. When they came to America, they came as slaves to white people. They gained their first freedom, of the abolition of slavery, after the Civil War (circa 1865). This didn't stop people from segregating blacks, in "separate-but-equal facilities." It took many marches and even riots during the 1960's in what was known as the Civil Rights movement to finally get blacks the right to vote and the same rights that white people had. One person in particular, Dr. Martin Luther King Jr., stood out as a front runner in the fight for civil rights.

Martin Luther King Jr. fought passionately for what he believed in, knowing full well he may die for his cause. He spoke with a charisma unheard of by anybody else, and his voice carried much weight. When he talked,

people listened to what he had to say. Many believe the laws passed by Congress was an effect of MLK's speeches, and also is why many people believe why he was assassinated.

Another movement that shaped our country's tolerance was the women's suffrage movement. Women, in the early 20th century, were treated like window dressing in a mainly men-dominated society. But women like Susan B. Anthony proved that it didn't always have to be that way. She fought and clawed her way to have Congress listen to her and women like her. The Seneca Falls Convention also provided a meeting place for these women. Eventually, the amendment was passed and women were given the right to vote.

The black civil rights movement and the women's suffrage movement are two of the biggest reform movements in American history. While not the only reform movements, they were vital for the way American life is today.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth for the civil rights movement and the woman's suffrage movement
- Is more descriptive than analytical (*civil rights*: African Americans have always been oppressed; this didn't stop people from segregating blacks, in "separate-but-equal facilities"; it took many marches and even riots during the 1960s in what was known as the civil rights movement to finally get blacks the right to vote and the same rights that white people had; Martin Luther King, Jr.'s voice carried much weight; many believe the laws passed by Congress was an effect of Martin Luther King's speeches, and also is why many people believe that he was assassinated; *woman's suffrage* : women, in the early 20th century, were treated like window dressing in a mainly man-dominated society)
- Includes some relevant facts, examples, and details (*civil rights*: they came as slaves to white people; they gained their first freedom, the abolition of slavery, after the Civil War; *woman's suffrage*: Susan B. Anthony; Seneca Falls Convention; eventually the amendment was passed and women were given the right to vote)
- 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 with little depth, especially in terms of the evaluation of the extent to which the goal for each reform movement was achieved. Additionally, the civil rights movement is more thoroughly discussed than the woman's suffrage movement.

Over the years of United States history there have been movements which were done in order to change American life. Although not all of these movements were successful to the full extent, it still paved the way for later improvement.

The Civil Rights Movement was started by African Americans who were tired of being looked down upon and treated unfairly. One major goal of the movement was to achieve social as well as political equality for all African Americans. Martin Luther King Jr. was one of the civil rights leaders who advocated civil disobedience to achieve civil rights. Martin Luther King gave public speeches and even marched on Washington to prove to the United States how serious he was in his efforts, to end segregation. Although Dr. King was ^{assassinated} ~~assinated~~, his memory lived on and later led to the ratification of the 15th amendment which said that no one should be denied a job due to their race, gender, or color. African Americans have come a long way since the death of Dr. King because now they are able to attain any job they please and to go to public accommodations without being told "whites only".

Another reform movement that have had an impact on American life was the women's rights movement. With this movement, women proved that they will not tolerate any more unjust treatment because of their gender. They felt that if they were good enough to uphold the jobs of men while they were at war, then why couldn't they continue those jobs

even when the men came back from war. One major goal of women with this movement was to be able to be looked upon as equals to men and to be involved in government affairs such as the right to vote. Susan B. Anthony was an individual who wanted to achieve this goal. During the Progressive Movement, Ms. Anthony influenced other women such as Lucretia Mott to join her in her struggle to achieve equality for women.

Women did later achieve the right to vote in 1920 with the ratification of the 19th amendment. Women are now even able to have jobs that were once considered to be only for men. For example, firefighters, government officials (Madeleine Albright), and even police officers. Although full equality is not existant in some places in yet, after many years of struggling, women have surely come a long way to have the right to vote.

Both women and African Americans among other groups of people have had movements in order to achieve their goals for social and political reform. Women were granted the right to vote and African Americans were now integrated instead of segregated.

Anchor Level 3-C

The response:

- Develops most aspects of the task in some depth for the civil rights movement and women's rights
- Is more descriptive than analytical (*civil rights*: civil rights movement was started by African Americans who were tired of being looked down upon and treated unfairly; King gave public speeches and even marched on Washington to prove to the United States how serious he was in his efforts to end segregation ; *women's rights*: with this movement, women proved that they will not tolerate any more unjust treatment because of their gender; if they were good enough to uphold the jobs of men while they were at war, then why couldn't they continue those jobs even when the men came back from war; Ms. Anthony influenced other women such as Lucretia Mott to join her in her struggle to achieve equality for women)
- Includes some relevant facts, examples, and details (*civil rights*: Martin Luther King Jr.; civil disobedience; King was assassinated; to go to public accommodations without being told "whites only"; *women's rights*: Susan B. Anthony; 19th amendment; Madeleine Albright); includes some major and minor inaccuracies (*civil rights*: King's actions did not lead to the 15th amendment; the 15th amendment provisions are incorrectly stated; *women's rights*: Lucretia Mott died in 1880, so she cannot be tied to the Progressive movement; however, she was part of the woman's suffrage movement)
- Demonstrates a general plan of organization; lacks focus; 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 confusion between the provisions of 15th amendment and the Civil Rights Act of 1964 makes it appear that the requirement for the action taken by the government has not been met; however, the intent is clear. For women's rights, the discussion includes some information about woman's suffrage, mixing early and late 20th-century events. The response lacks the focus needed for a higher score.

Reform movements have had an impact on American life. Through the actions of individuals and organizations goals have been achieved with varying degrees of success. The women's suffrage movement had an impact on American life.

The goal of the women's suffrage movement was for women to obtain their right to vote. They considered themselves equal to men, so they wanted a say in American government. Many different actions were taken to achieve their goal. One specific action made by Susan B. Anthony influenced the American society. Susan B. Anthony was a women's rights supporter. She broke the law by voting and the police and the court wanted to go easy on her. She refused to be treated differently because she was a woman, because she believed that she should be treated as if any man were to break the law, so she was sent to jail. This made the American society think, and eventually, the Nineteenth was passed which gave women the right to vote.

Anchor Level 2-A

The response:

- Develops all aspects of the task in some depth for the woman's suffrage movement
- Is primarily descriptive; includes isolated application (*woman's suffrage*: Susan B. Anthony broke the law by voting; eventually, the nineteenth [amendment] was passed which gave women the right to vote)
- Includes few relevant facts, examples, and details (*woman's suffrage*: Susan B. Anthony was a women's rights supporter); includes some inaccuracies (*woman's suffrage*: she was sent to jail)
- Demonstrates a plan of organization; lacks focus; lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The discussion for woman's suffrage is developed in some depth; however, the few details presented focus on Susan B. Anthony as if she was the only activist in the woman's suffrage movement.

one major goal of the Temperance movement was to eliminate the consumption of alcohol. The reason they wanted to eliminate the alcohol was because many people felt like it was destroying many people's home lives and jobs.

One attempt to ban the sale or consumption of alcohol was taken by the government. They created the 18th amendment, which made it illegal for people to sell or drink alcohol. This may have worked at the time but people like mobsters at this time and bartenders were making too much money off of alcohol to just quit selling it. So what people did was they developed underground bars or speakeasies if you will, which sold alcohol but hid it very well. They had strict limitations on who could drink there and they also made it look like it was a tea or coffee house or something like that. This plan did not work either, people started to notice that no matter what they tried people were still going to drink alcohol. So what they did was create the 21st amendment which says you can only drink if you are over 21, which was not the goal they had in mind when they started to make this plan of getting rid of alcohol but I guess it felt like having kids and younger ages drinking was everyone drinking.

Anchor Level 2-B

The response:

- Develops some aspects of the task in some depth for the temperance movement
- Is primarily descriptive; includes isolated analysis (Prohibition may have worked at the time but mobsters and bartenders were making too much money off of alcohol to just quit selling it; they developed underground bars or speakeasies; people were still going to drink alcohol, so what they did was create the 21st amendment)
- Includes few relevant facts, examples, and details (the government created the 18th amendment; includes some inaccuracies (the 18th amendment which made it illegal for people to drink alcohol; 21st amendment says you can only drink if you are over 21)
- Demonstrates a general plan of organization; lacks an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The response addresses only one reform movement and is primarily descriptive. However, it also includes some analysis.

Some people viewed American life as bad, but through certain actions life was improved for some people thanks to what were certain Reform Movements. Two of the Reform Movements were the Progressive Movement and the civil rights movement.

Before the Progressive movement people were getting paid ~~nothing~~ almost nothing, worked in unsafe places, and children were working in dangerous places all day getting paid a tiny amount. A major goal of this movement was to try and fix these problems. The President ~~was~~ and the people wanted these problems fixed so they passed certain laws like the minimum ~~to~~ wage law and the child labor law. The progressive movement was successful to an extent, children no longer worked dangerous jobs, people made more money, nobody worked all day and conditions were improved.

Another movement was the civil rights movement. When slavery was abolished African Americans had no rights ~~at~~ at all. They were being terrorized by people like the KKK. Finally

the civil rights movement came and The president passed laws for African Americans so they could ~~now~~ do what they wanted like everyone else. Today African Americans are looked upon by most as equal so the civil rights movement had a lot of success.

Reform movements in America were to change the way certain things were being done. The Progressive movement was to fix workplaces and change how people were being treated at their jobs. The civil rights movement was to give African Americans rights & so they could be treated equal.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task for the Progressive movement and the civil rights movement
- Is primarily descriptive; includes isolated application and analysis (*progressivism*: people were getting paid nothing, worked in unsafe places, and children were working in dangerous places all day getting paid a tiny amount; children no longer worked dangerous jobs, people made more money, conditions were improved; *civil rights*: African Americans were being terrorized by people like the KKK)
- Includes few relevant facts, examples, and details; includes some inaccuracies (*progressivism*: passed certain laws like the minimum wage law; *civil rights*: when slavery was abolished African Americans had no rights at all; the president passed laws for African Americans so they could do what they wanted like everyone else)
- Demonstrates a general plan of organization; contains an introduction and conclusion that go beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response minimally develops the goals and actions taken for these reform movements. The evaluation of the Progressive movement is satisfactory, but the evaluation of the civil rights movement is marginal. Although the response contains more than a simple introduction and conclusion, there are major content weaknesses.

Reform movements have had an impact on American life. Through the actions of individuals and organizations, goals have been achieved with varying degrees of success.

Civil Rights movement and the Progressive Movement are two reform movements that have had an impact on American life.

The Progressive movement was used to improve conditions for labor. It helped better the rights of laborers and changed a lot of the ways in which people worked. Working conditions became safer and wages went up.

The Civil Rights movement helped improve the rights of the people. It stated that people be treated equal, and it allowed certain laws that government can't change.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task for the civil rights movement and the Progressive movement
- Is descriptive (*Progressive*: it helped better the rights of laborers; *civil rights*: helped improve the rights of the people)
- Includes few relevant facts, examples, or details (*Progressive*: working conditions became safer and wages went up); includes an inaccuracy (*civil rights*: it allowed certain laws that government can't change)
- Demonstrates a general plan of organization; contains an introduction but lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response has very little detailed information, and some of the statements could be interpreted as inaccuracies. For instance, the paper suggests that the increases in wages was due to the Progressive movement or that the government cannot change civil rights laws.

The environmental movement was form to protect the natural resources. The goal was to protect the mother nature from companies who destroy the trees and the habitat. The organization made its goals because all people and individuals work together with the same common goal. The extent of the environment movement is and would stay great for ever because the organization made the voice heard in the Congress.

The civil rights movement was establish with Black and white people to stop segregation and to respect all blacks and its rights as african-american citizen. Examples: 1900's black people were slaves and also the didn't representative and people who spoke from them. To make the goal the Congress pass the laws that all states must stop slavery and segregation. The extent of the goal is huge. Today all black African-Americans can vote and the have the same rights as white because they are equal how also the have person or groups who represent them.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task for the civil rights movement and the environmental movement
- Is descriptive (*civil rights movement*: established with black and white people to stop segregation and to respect all blacks and their rights as African-American citizens; today all black African Americans can vote and they have the same rights as whites because they are equal now also they have persons or groups who represent them; *environmental movement*: protecting Mother Nature; making the voice heard in Congress); lacks application and analysis
- Includes few relevant facts, examples, or details (Congress passed laws that all states stop slavery and segregation); includes an inaccuracy (1900s black people were slaves)
- Demonstrates a weakness in organization and language skills; lacks an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Despite the obvious problems with language, the meaning of most sentences can be determined. The information presented for the environmental movement only refers to the task in a general way, while the information for the civil rights movement is more specific.

There have been many movements that have had a major impact on American life. Many movements had been achieved w/ great success. There have been movements for women's suffrage, abolitionist movement, women's right movement & environmental movement. The two movements that is going to be described is the Reformation act & the cold war.

Anchor Level 0

The response:

Fails to develop the task; includes the theme and suggestions as copied from the test booklet

Conclusion: Overall, the response fits the criteria for Level 0. The response identifies two “movements” that cannot be considered for evaluation. The Cold War is not a reform movement and the Reformation is not included in the study of United States history and government.

Through-out the centuries of American life, many reform movements have made an impact on society. Success has been achieved with some as well as heartship in other cases. All, however improving the United States in some way, shape or form.

One of the largest reform movements was the abolitionist movement in which people and organizers fought for the freedom of slaves. The task of setting slaves free was not easy, but many different groups of citizens ~~were~~ attempted to change America in this way. One man being President Abraham Lincoln, he argued on behalf of American slaves, and fought for their freedom. He gave many speeches and conceived many ideas, ~~but~~ to get the African Americans free. The Emancipation Proclamation, was a declaration that issued the freedom of all slaves. Without Lincoln for less would have been reached. ~~was not~~

Another important movement of American history was the women's suffrage movement. Females were getting pushed away from the ~~the~~ work force and the voting booths and being placed in front of the ovens in their kitchens by the kids. Many

females fought against the average belief that men were stronger, and decided to stick up for themselves. One of the women was named Susan B. Anthony, she gave speeches in streets and led marches in cities to gain equal rights for women. Eventually women were granted the right to vote and were starting to be seen as equal rather than inferior beings. ~~Without~~ Without the constant preaching and demonstrating of their ideas, women could still be stuck at home today. The female race has come a long way due to this reform movement.

The abolitionist and women's suffrage movements, improved our ~~sex~~ American society, greatly. Many struggles took place with the fight for freedom and the fight for equality, but all were worth it. The United States has ~~made~~ taken many advancements in our culture and now we are closer and closer to a united nation and a ~~productive~~ ^{productive} Country.

Reform movements have had an impact on American life in many different ways. Through the actions of individuals and organizations, goals have been achieved with varying degrees of success. Two movements in American history that have had significant importance in people's lives in the past and present, are Civil Rights Movements and Women's Rights movements.

Civil Rights era was a period in time where people can say they really fought for what they believed in. One major goal of the civil rights movement was ~~the~~ to eliminate discrimination against not only African Americans but other minorities as well. Martin Luther King was a well known figure in the civil rights era. He and his group of followers and believers led marches against discrimination right through Washington. Rosa Parks was another significant figure. Through her non-violent protests by refusing to give up her seat on a bus to white man sparked a whole new way of thinking. People started to believe that they needed to change our current way of thought. Martin Luther King and Rosa Parks along with everyone else ended up in the long run winning this battle. Many people although, still face discrimination even today in some

areas of the United States.

Another movement that sparked many new hopes and dreams was the Womens Rights Movement. Back in the day women were thought of as housekeepers for the most part. They were thought of as inferior to men. Through the actions of women like Susan B. Anthony this ~~has~~ changed significantly. Before this movement, women couldn't vote and by forcing the issue they got an amendment passed to allow them to vote. I feel the struggle for women rights has been primarily won. There is still some discrimination but there is always going to be someone like that.

Discrimination is a battle over time that takes years upon years to deal with. The battles in regards to civil rights and womens rights are far from over but have progressed greatly.

Throughout American history, there have been numerous movements that have had an influence on our society and its past. Among these is the temperance movement and the Progressive Movement. Each of these had goals and the extent to which they succeeded impacted the nation.

The temperance movement was initially set up with women who cried for the prohibition of alcohol in the late 18th and early 19th centuries. The movement had some success for the Prohibition had been created. This act made the manufacturing, sale, & consumption of alcohol illegal. With the little success of this act came lots of crime. Gangsters such as the famous Al Capone came to power in the streets. Others would sneak out to secret place called "speakeasies." Overall, the temperance movement had some success, but ultimately failed in its main goal of prohibiting alcohol.

Another significant movement was that of the Progressive Movement. One major goal of this movement was to improve the conditions for labor. The progressives came after a time when the Industrial Age had improved technology, but ravaged society by creating slums, sweatshops, and rapid urbanization. Progressives assisted in

the passing of various laws to improve conditions. Among them was the Child Labor Laws which reduced the amount of hours a child could work. The progressives would have much success in attaining their goal through this act. For working conditions did improve, not only for children, but adults as well. Thanks to the efforts of the Progressive Movement, the workplace today is a much safer and more pleasant place to be, a far cry from the early twentieth century.

Reform movements in the United States have been met with varying degrees of success. For example, the Temperance Movement failed in their goal of making alcohol illegal while the Progressive Movement succeeded in their goal of improving working conditions. Regardless of their success, reform movements have played an important role in the development of our nation.

America has been impacted by many different reform movements. Through actions of individuals and organizations, goals have been achieved ~~to~~ ~~with~~ changing United States history. I believe the civil rights movement and the women's suffrage movement were most important.

People such as Martin Luther King and Rosa Parks were brave young ~~black~~ ~~people~~ ~~and~~ african americans that broke the barrier between whites and blacks. This takes a lot of guts and many sacrifices. They overcame ~~some~~ ~~of~~ ^{some} physical ~~and~~ ^{the} verbal and physical abuse and concentrated on their dream. Martin Luther King gave ~~us~~ ~~speeches~~ the famous "I have a dream" speech along with many other speeches. ~~He~~ ~~went~~ He went from state to state even though ^{majority of the} ~~the~~ ~~people~~ ~~disliked~~ his ideas.

Reform movements have had an impact on American life. Through the actions of individuals and organizations, goals have been achieved with varying degrees of success.

There have been various reform movements ~~have~~ in American History, which includes: women's suffrage and civil rights movements.

During women's suffrage, women were underestimated, they were thought to have been "too weak" for working. ~~and~~ They weren't allowed in school, usually higher levels (college). They were expected to become housewives after marriage.

Fortunately, ^{for women} at one point, a war broke out and all of the men were at war. The jobs were left unattended, which was ~~pointed~~ ^{turning} a ~~breaking~~ point for women. The employers had no choice but to hire the women, since there weren't ~~not~~ strong men ~~around~~ around. They worked hard to prove themselves, some even

went to school, to be educated and bring their status up to a higher level.

Everything was well, until the men came back home. The war had ended and the men got their jobs back. Even though most of the women went back to being housewives, some still attended college, which helped them to become leaders and ~~help~~^{inform} these "uneducated" women that it was not fair and that they would start up to the government itself to provide equality for both sexes.

Another reform movement was the Civil Rights movement in which African Americans wanted equality for both whites and blacks.

The Civil Rights movement began with the segregation laws (Jim Crow laws) which separated public use of the "Americans". These public uses included: Bathrooms, water fountains, buses and schools.

It all began with the bus,

Colored people had to get on the bus from the back but a woman named Rosa Parks changed all of that. —(not finished)
At the end, African Americans were granted their rights and equality was in place in America.

Practice Paper A—Score Level 2

The response:

- Minimally develops all aspects of the task for the abolition movement and the woman's suffrage movement
- Is primarily descriptive; includes weak and isolated application and analysis (*abolition*: President Abraham Lincoln argued on behalf of American slaves and fought for their freedom; without Lincoln far less would have been reached; *woman's suffrage*: females were getting pushed away from the work force and the voting booths and being placed in front of the ovens in their kitchens with the kids; eventually women were granted the right to vote and were starting to be seen as equal rather than as inferior beings)
- Includes few relevant facts, examples, and details (*woman's suffrage*: Susan B. Anthony gave speeches, led marches to gain equal rights); includes an inaccuracy (*abolition*: Emancipation Proclamation was a declaration that issued the freedom of all slaves)
- Demonstrates a general plan of organization; contains both an introduction and a conclusion that go beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response deals in generalities, rather than specific details, and lacks analysis.

Practice Paper B—Score Level 3

The response:

- Develops some aspects of the task with some depth for the civil rights movement and the woman's suffrage movement
- Is more descriptive than analytical (*civil rights*: sparked a whole new way of thinking; many people although, still face discrimination even today in some areas of the United States; *women's rights*: women were thought of as housekeepers for the most part)
- Includes some relevant facts, examples, and details (*civil rights*: Civil Rights era was a period in time where people can say they really fought for what they believed in; Martin Luther King led marches against discrimination right through Washington; Rosa Parks; *women's rights*: Susan B. Anthony; got an amendment passed to allow them to vote)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that goes beyond a restatement

Conclusion: Overall, the response fits the criteria for Level 3. Although there is some good development for some aspects of the task, there is little development for some other aspects of the task. The response deals with the women's rights movement as if woman's suffrage is the only issue.

Practice Paper C—Score Level 3

The response:

- Develops most aspects of the task in some depth for the temperance movement and the Progressive movement
- Is more descriptive than analytical (*temperance*: with the little success of this act came lots of crime; overall, the temperance movement had some success, but ultimately failed in its main goal of prohibiting alcohol; *Progressive movement*: the Progressives came after a time when the Industrial Age had improved technology, but ravaged society by creating slums, sweatshops, and rapid urbanization; thanks to the efforts of the Progressive movement, the workplace today is a much safer and more pleasant place to be, a far cry from the early 20th century)
- Includes some relevant facts, examples, and details (*temperance*: gangsters such as Al Capone; "speak easies"; *Progressive movement*: major goal was to improve the conditions of labor; passage of Child Labor Laws during this era); includes some minor inaccuracies (*temperance*: movement began in the late 18th and early 19th centuries; Prohibition amendment banned the consumption of alcohol)
- 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 all three aspects of the task for Progressive reform in some depth. For temperance, however, the response only develops problems stemming from Prohibition. There is no description of an action taken to achieve Prohibition. The response contains some detailed information but little analysis.

Practice Paper D—Score Level 1

The response:

- Minimally develops some aspects of the task for the civil rights movement
- Is descriptive (Martin Luther King and Rosa Parks were brave young African Americans that broke the barrier between whites and blacks; they overcame the verbal and physical abuse and concentrated on their dream); lack application and analysis
- Includes few relevant facts, examples, or details (“I have a Dream” speech; he went from state to state)
- Demonstrates a weakness in organization; lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Some aspects of the civil rights movement are mentioned, but no attempt is made at evaluation of the success or failure of the movement. The woman’s suffrage movement is mentioned in the introduction, but it is not addressed.

Practice Paper E—Score Level 2

The response:

- Minimally develops all aspects of the task for the woman’s suffrage movement and the civil rights movement
- Is primarily descriptive; includes weak and isolated application and analysis (*woman’s suffrage*: they weren’t allowed in school, usually higher levels; a war broke out and all of the men were at war; employers had no choice but to hire the women, since there were not strong men around; *civil rights*: the civil rights movement began with the segregation laws (Jim Crow laws) which separated public use of the “Americans”; a woman named Rosa Parks changed all that)
- Includes few relevant facts, examples, and details (*woman’s suffrage*: they were expected to become housewives after marriage; *civil rights*: public uses included bathrooms, water fountains, buses and schools)
- Demonstrates a general plan of organization; contains an introduction that restates the theme and concludes with an evaluation of the civil rights movement

Conclusion: Overall, the response fits the criteria for Level 2. For both reform movements, the response lacks specific details. The women’s rights movement is confused with woman’s suffrage. The reasons leading to women’s rights are clear, but the goal is not stated. No mention is made as to why the women needed to “stand up to the government to provide equality for both sexes.”

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

Document 1

... No people came to believe more emphatically than the Americans that the Great War [World War I] was an unalloyed [absolute] tragedy, an unpardonably costly mistake never to be repeated. More than fifty thousand American doughboys [soldiers] had perished fighting on the western front, and to what avail? So far from being redeemed by American intervention, Europe swiftly slid back into its historic vices of authoritarianism and armed rivalry, while America slid back into its historic attitude of isolationism. Isolationism may have been most pronounced in the landlocked Midwest, but Americans of both sexes, of all ages, religions, and political persuasions, from all ethnic groups and all regions, shared in the postwar years a feeling of apathy toward Europe, not to mention the rest of the wretchedly quarrelsome world, that bordered on disgust. "Let us turn our eyes inward," declared Pennsylvania's liberal Democratic governor George Earle in 1935. "If the world is to become a wilderness of waste, hatred, and bitterness, let us all the more earnestly protect and preserve our own oasis of liberty." . . .

Source: David M. Kennedy, *Freedom from Fear*, Oxford University Press, 1999

- 1 Based on this document, state *one* reason many Americans wanted to return to a policy of isolationism after World War I.**

Score of 1:

- States a reason many Americans wanted to return to a policy of isolationism after World War I
Examples: World War I was a tragedy; too many American boys died in World War I; the war was fought to no avail; after all the sacrifices, Europe went back to its old ways; apathy towards Europe; to protect and preserve our own oasis of liberty; rest of the world is quarrelsome and we should not get involved in that; the world has become a wilderness of waste, hatred, and bitterness

Score of 0:

- Incorrect response
Examples: the United States wanted to be a global leader; Europe wanted us to stay out; because America had won World War I
- Vague response that does not answer the question
Examples: authoritarianism; hatred; let us turn our eyes inward
- No response

Document 2

. . . It seems to be unfortunately true that the epidemic of world lawlessness is spreading.

When an epidemic of physical disease starts to spread, the community approves and joins in a quarantine of the patients in order to protect the health of the community against the spread of the disease.

It is my determination to pursue a policy of peace. It is my determination to adopt every practicable measure to avoid involvement in war. It ought to be inconceivable that in this modern era, and in the face of experience, any nation could be so foolish and ruthless as to run the risk of plunging the whole world into war by invading and violating, in contravention [violation] of solemn treaties, the territory of other nations that have done them no real harm and are too weak to protect themselves adequately. Yet the peace of the world and the welfare and security of every nation, including our own, is today being threatened by that very thing. . . .

War is a contagion [virus], whether it be declared or undeclared. It can engulf states and peoples remote from the original scene of hostilities. We are determined to keep out of war, yet we cannot insure ourselves against the disastrous effects of war and the dangers of involvement. We are adopting such measures as will minimize our risk of involvement, but we cannot have complete protection in a world of disorder in which confidence and security have broken down. . . .

Source: President Franklin D. Roosevelt, Quarantine Speech, October 5, 1937

2 According to this document, what was President Franklin D. Roosevelt’s viewpoint about United States involvement in war?

Score of 1:

- Identifies President Franklin D. Roosevelt’s viewpoint about United States involvement in war
Examples: he was determined to pursue a policy of peace; he wanted to avoid involvement; he wanted to stay out of war and worried what war might do to the United States; he wanted to do everything to avoid it

Score of 0:

- Incorrect response
Examples: he wanted to violate treaties; he asked Congress for a declaration of war; peace in the world was threatening; physical disease
- Vague response that does not answer the question
Examples: there was an epidemic of lawlessness; many nations were weak; he spoke of an epidemic
- No response

Document 3

In this speech, Senator Robert A. Taft agrees with President Franklin D. Roosevelt's policy concerning the war in Europe.

. . . Secondly, it has been widely argued that we should enter the war to defend democracy against dictatorship. The President himself, less than a year ago, suggested that it was our duty to defend religion, democracy, and good faith throughout the world, although he proposed methods short of war. I question the whole theory that our entrance into war will preserve democracy. The purpose of the World War [I] was to save democracy, but the actual result destroyed more democracies and set up more dictatorships than the world had seen for many days. We might go in to save England and France and find that, when the war ended, their governments were Communist and Fascist. Nothing is so destructive of forms of government as war. . . .

The arguments for war are unsound and will almost certainly remain so. The horrors of modern war are so great, its futility is so evident, its effect on democracy and prosperity and happiness so destructive, that almost any alternative is to be desired. . . .

Source: Senator Robert A. Taft, speech in Minneapolis, September 6, 1939

3 Based on this document, state *one* reason Senator Taft was opposed to the United States entering the war in Europe.

Score of 1:

- States a reason Senator Taft was opposed to the United States entering the war in Europe
Examples: World War I resulted in less democracy and/or more dictatorships; arguments for war are unsound; the horrors of war are great; war is futile

Score of 0:

- Incorrect response
Examples: democracy needs to be defended against dictatorship; war will preserve democracy; war brings prosperity; he does not want to defend religion; to establish good faith in the world
- Vague response that does not answer the question
Examples: it is not desirable; he questions it; dictatorships
- No response

Document 4

This cartoon is a view of United States foreign policy from the perspective of a British cartoonist in 1940.



"So this is isolation."

Source: David Low, *Evening Standard*, July 4, 1940

4 According to this cartoon, what is threatening the United States policy of isolationism?

Score of 1:

- Identifies what is threatening the United States policy of isolationism according to this cartoon
Examples: the menace of anti-democracy is growing; events in Europe; anti-democratic movements in Europe; menace of anti-democracy; buildup of arms in the United States

Score of 0:

- Incorrect response
Examples: enlightenment is not working; this is isolation; the Statue of Liberty represents America; liberty is no longer free
- Vague response that does not answer the question
Examples: menace; anti-democratic; enlightenment; Munich
- No response

Document 5

In the spring of 1940 opinion polls indicated, as they had for some time, that two thirds of the American public believed it was more important to keep out of war than to aid Britain; by September less than half of the American public held this view; and by January 1941 70 per cent were prepared to aid Britain at the risk of war. The German victory in the West, climaxed by the fall of France in June 1940, brought about a change in American public opinion and in public policy which the nation's most influential political leader of the twentieth century [President Franklin D. Roosevelt] had tried but failed to bring about since at least 1937. By every index [opinion poll], a substantial majority of Americans came at last to the view that the avoidance of British defeat was sufficiently in the American interest to justify the risk of war. On the basis of that shift in public opinion the presidential campaign of 1940 was fought and the groundwork laid for Lend-Lease and accelerated rearmament. . . .

Source: W. W. Rostow, *The United States in the World Arena*, Harper & Brothers, 1960

5a According to this document, how did public opinion change between the spring of 1940 and January 1941?

Score of 1:

- States the change in public opinion between the spring of 1940 and January 1941
Examples: more people wanted to help Britain; at first they wanted to stay out of war, but then decided the risk of war was worth it; Americans changed their mind as Germans won more victories

Note: The response must be complete enough to demonstrate *how* public opinion *changed*.

Score of 0:

- Incorrect response
Examples: fewer people wanted to help Britain; 70% were prepared to aid Britain; France fell; accelerated rearmament
- Vague response that does not answer the question
Examples: it changed; the groundwork was laid; go to war; changed their mind
- No response

5b Based on this document, identify *one* event that caused public opinion to change during this time period.

Score of 1:

- Identifies an event that caused public opinion to change during this time period
Examples: German victory in the West; fall of France

Score of 0:

- Incorrect response
Examples: if Germany dominated Europe, it would be bad for the United States; because of influential political leaders
- Vague response that does not answer the question
Examples: because of Germany; countries were losing; opinion polls
- No response

Document 6

. . . The lend-lease-give program is the New Deal's triple A foreign policy; it will plow under every fourth American boy.

Never before have the American people been asked or compelled to give so bounteously [much] and so completely of their tax dollars to any foreign nation. Never before has the Congress of the United States been asked by any President to violate international law. Never before has this Nation resorted to duplicity [deception] in the conduct of its foreign affairs. Never before has the United States given to one man the power to strip this Nation of its defenses. Never before has a Congress coldly and flatly been asked to abdicate.

If the American people want a dictatorship—if they want a totalitarian form of government and if they want war—this bill should be steam-rolled through Congress, as is the wont [desire] of President Roosevelt.

Approval of this legislation [Lend-Lease bill] means war, open and complete warfare. I, therefore, ask the American people before they supinely [passively] accept it, Was the last World War worth while? . . .

Source: Senator Burton K. Wheeler, speech in Congress, January 21, 1941

6 Based on this document, state *one* reason Senator Wheeler was opposed to the Lend-Lease bill.

Score of 1:

- States a reason for Senator Wheeler opposition to the Lend-Lease bill
Examples: approval means war; it would lead to America becoming involved in the war; American boys will die; American tax dollars would be given to a foreign nation; the President is asking Congress to violate international law; United States defenses would be stripped; it will result in a dictatorship and/or totalitarian form of government; the last world war was not worth it

Score of 0:

- Incorrect response
Examples: it is a lend-lease bill; it is the New Deal's triple A foreign policy; approval is needed for this legislation; Congress has abdicated
- Vague response that does not answer the question
Examples: President Roosevelt; New Deal; lend-lease program; it was bad; he did not like the President
- No response

Document 7

. . . War is not inevitable for this country. Such a claim is defeatism in the true sense. No one can make us fight abroad unless we ourselves are willing to do so. No one will attempt to fight us here if we arm ourselves as a great nation should be armed. Over a hundred million people in this nation are opposed to entering the war. If the principles of democracy mean anything at all, that is reason enough for us to stay out. If we are forced into a war against the wishes of an overwhelming majority of our people, we will have proved democracy such a failure at home that there will be little use fighting for it abroad. . . .

Source: Charles Lindbergh, speech at a rally of the America First Committee, April 23, 1941

- 7 Based on this document, state *one* reason Charles Lindbergh believed that the United States should stay out of the war.**

Score of 1:

- States a reason Charles Lindbergh believed that the United States should stay out of the war
Examples: we should arm ourselves first; many Americans oppose war; a democratic nation should follow the will of its people; if we enter the war against the will of the people, democracy will have failed

Score of 0:

- Incorrect response
Examples: war is inevitable; democracy has proved to be a failure
- Vague response that does not answer the question
Examples: defeatism; an overwhelming majority; inevitability; no one can make us fight abroad
- No response

Document 8

. . . It has been said, times without number, that if Hitler cannot cross the English Channel he cannot cross three thousand miles of sea. But there is only one reason why he has not crossed the English Channel. That is because forty-five million determined Britons in a heroic resistance have converted their island into an armed base from which proceeds a steady stream of sea and air power. As Secretary Hull has said: "It is not the water that bars the way. It is the resolute determination of British arms. Were the control of the seas by Britain lost, the Atlantic would no longer be an obstacle — rather, it would become a broad highway for a conqueror moving westward."

That conqueror does not need to attempt at once an invasion of continental United States in order to place this country in deadly danger. We shall be in deadly danger the moment British sea power fails; the moment the eastern gates of the Atlantic are open to the aggressor; the moment we are compelled to divide our one-ocean Navy between two oceans simultaneously. . . .

Source: *The New York Times*, "Let Us Face the Truth," editorial, April 30, 1941

8 According to this editorial excerpt, what is *one* reason Americans should oppose the United States policy of isolationism?

Score of 1:

- States a reason Americans should oppose the United States policy of isolationism
Examples: if Britain loses, the Atlantic Ocean will not keep conquerors away; if British sea power fails, America will be in danger; if aggressors control the Atlantic, we will have to divide the navy between two oceans

Score of 0:

- Incorrect response
Examples: if Hitler cannot cross the English Channel, then he cannot cross three thousand miles of sea; the oceans will always keep enemies away; the United States wants to control two oceans; the ocean will protect us
- Vague response that does not answer the question
Examples: the Atlantic Ocean would no longer be an obstacle; deadly danger; the British are determined to win
- No response

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

Historical Context: After World War I, events in Europe caused the United States to review its foreign policy. This review led to controversies between those who supported a return to isolationism and those who wanted to see the United States take a more active role in world affairs.

Task: Discuss United States foreign policy toward Europe prior to World War II. In your discussion, include the arguments used by those who *supported* isolationism **and** those who were *opposed* to it.

Scoring Notes:

1. In the discussion of United States foreign policy, *at least two* arguments must be included for those who supported isolationism **and** *at least two* arguments for those who opposed it.
2. The discussion of United States foreign policy could include any relevant information prior to World War II, e.g., the role of Washington's isolation policy.
3. Foreign policy events after United States entry into World War II could be used to illustrate a point about foreign policy before World War II or could be included in the conclusion to discuss future foreign policy.
4. United States foreign policy toward nations other than those in Europe can *not* be used unless the foreign policy involves Europe, e.g., the impact of the German-Japanese alliance on Hitler's decision to declare war on the United States.
5. In some cases, the same information can be used to explain United States foreign policy prior to World War II and to discuss arguments used by supporters and/or opponents of isolation, e.g., Quarantine Speech.
6. The explanation of United States foreign policy prior to World War II may be included in the discussion of the arguments, e.g., adoption of the Washington Naval Conference proposals and the Kellogg-Briand Pact led Americans to be hopeful about the Munich Agreement, continued policies of isolation, and increased emphasis placed on solving domestic economic problems.

Score of 5:

- Thoroughly develops all aspects of the task evenly and in depth by discussing United States foreign policy toward Europe prior to the United States entry into World War II, including *at least two* arguments used by those who supported isolationism and *at least two* arguments used by those who opposed it
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., connects the traditional policy of isolationism to post-World War I United States foreign policy decisions; connects the rejection of the Treaty of Versailles and the rejection of membership in the World Court to the disillusionment with World War I and the desire to "return to normalcy"
- 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., Senate rejection of the Treaty of Versailles; Harding's "return to normalcy"; separate peace treaties ending World War I; Palmer raids, immigration quota acts
- 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 United States foreign policy toward Europe prior to World War II but may do so somewhat unevenly by discussing the arguments used by those who supported isolationism more thoroughly than the arguments used by those who opposed isolationism or *vice versa*
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., explains the rejection of the Treaty of Versailles as a reason for isolation because it might involve the United States in European conflicts
- Incorporates relevant information from *at least five* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

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

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

1. Discusses United States foreign policy toward Europe prior to World War II and includes *either two* arguments used by those who supported isolationism *or two* arguments used by those who opposed it
2. Discusses United States foreign policy toward Europe prior to World War II and includes *one* argument used by those who supported isolationism *and one* argument used by those who opposed it
3. Discusses *two* arguments used by those who supported isolationism and *one* argument used by those who opposed it without including a discussion of United States foreign policy toward Europe prior to World War II
4. Discusses *one* argument used by those who supported isolationism and *two* arguments used by those who opposed it without including a discussion of United States foreign policy toward Europe prior to World War II

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

Score of 2:

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

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

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

1. Discusses United States foreign policy toward Europe prior to World War II and includes **either one** argument used by those who supported isolationism **or one** argument of those who opposed it
2. Discusses **two** arguments used by those who supported isolationism **or two** arguments used by those who opposed it without including a discussion of United States foreign policy toward Europe prior to World War II
3. Discusses **one** argument used by those who supported isolationism **and one** argument used by those who opposed it without including a discussion of United States foreign policy toward Europe prior to World War II

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

Key Ideas from the Documents

Details of United States Foreign Policy Prior to World War II:

Doc 1	Abandonment of neutrality to fight in World War I
Doc 1	Return to isolationism after World War I
Doc 2	Warning of possible involvement by President Franklin D. Roosevelt in Quarantine speech
Doc 2	Roosevelt hint that aggressors might have to be “quarantined”
Doc 3	Entry into World War I to save democracy
Doc 5	Rearmament after 1940
Doc 5	Impact of United States foreign policy in 1940 Presidential election
Docs 5 and 6	Lend-Lease Act
Doc 6	Tax dollars to be spent on foreign policy
Doc 8	Naval protection of the Atlantic

Arguments of Supporters of Isolationism:

Docs 1 and 6	World War I was a tragic and costly mistake
Doc 1	Europe returned to armed rivalry after being redeemed by American intervention
Docs 2 and 5	Involvement in war is to be avoided
Doc 3	Entrance into war is not necessary to save democracy
Docs 1, 3, and 6	Horror and futility of war is evident
Doc 5	Keeping out of war is more important than aiding Britain
Doc 6	American tax dollars should not be given to foreign nations
Doc 6	Proposals and actions of the president will result in war and dictatorship
Doc 6	War will result in the death of many American boys
Doc 6	Approval of Lend-Lease bill means open and complete warfare
Doc 7	War is not inevitable
Doc 7	Democratic nation should follow the will of the people
Doc 7	Properly armed, the United States will not be attacked

Arguments of Opponents of Isolationism:

Doc 2	World peace and welfare and security of every nation are threatened
Doc 2	Complete protection is difficult in a world of disorder
Doc 3	United States has a responsibility to defend democracy
Doc 3	United States has a duty to defend religion, democracy, and good faith
Doc 4	Anti-democracy is a growing menace
Doc 5	Avoiding a British defeat is worth the risk of war
Doc 7	War is inevitable
Doc 8	Support of Britain’s control of the Atlantic is vital to American interests

Relevant Outside Information

(This list is not all-inclusive.)

Details of United States Foreign Policy Prior to World War II:

Influence of Washington's Farewell Address; influence of Monroe Doctrine
Disillusionment following World War I; Senate rejection of membership in the League of Nations and the World Court
Harding's "return to normalcy" and the lack of United States involvement in European affairs
International agreements during the 1920s; United States commitment to peace (Washington Naval Disarmament conference; Kellogg-Briand Pact)
Immigration and economic policies adopted as a result of the policy of isolationism
Great Depression and effect on isolation policy
Reaction to rise of fascist dictatorships in Italy and Germany
Effects of Japanese aggression in Asia on Europe (Stimson Doctrine, trade restrictions, German-Japanese alliance)
Nye committee investigations of United States involvement in World War I; passage of Neutrality Acts
"Cash and carry" (Neutrality Act of 1939)
"Destroyers for bases"; Atlantic Charter meeting

Arguments of Supporters of Isolationism:

Domestic problems facing the nation should be a higher priority than foreign problems
America's geographic position insulates the nation from aggression
Well-known personalities lend credibility to arguments (Henry Ford, additional information about other people mentioned in the documents)
Well-organized organizations oppose involvement in European affairs
United States is not militarily prepared for war

Arguments of Opponents of Isolationism:

Allies deserve protection and support
United States should defend Great Britain and Europe for humanitarian reasons
Appeasement fails as a method of stopping aggression
Well-known personalities and publications lend credibility to arguments (Wendell Willkie)
Balance of power needs to be maintained
United States has become part of an interdependent world
United States must have a leadership role in the postwar world

Before the disastrous day when Pearl Harbor was attacked, the people of the United States debated with one another on whether to enter the war and side with their old allies Great Britain and the Free French or to remain neutral and let Europe sort itself out. There were many arguments for and against an isolationist policy. If Pearl Harbor wasn't attacked the United States may have never entered the war.

An isolationist policy is one where a country elects to remain neutral with both sides of a conflict. This policy came out of the trenches of World War I and actually dated back to Washington's administration and his Farewell Address. After the "War to end all war" was fought many Americans thought that Europe would return to the way things were. However, fighting the Great War led to the rise of many fascist and totalitarian regimes. As said by Senator Robert Taft in 1939, "nothing is so destructive of forms of government as war." (Document 3).

Most Americans were opposed to entering the

war because of the aftershocks of World War I. The physical and mental damage inflicted on the many American soldiers that came home were heartbreaking and tragic. Despite the war, Europe slipped back into its old destructive ways in part because of the bad decisions made at Versailles. Isolationism looked like a great idea. America put aside its idealism and concentrated on its own self-interest. Why not let the rest of world destroy itself and just protect our own slice of heaven? (Document 1) The decade of the 1920s witnessed a "return to normalcy" and many Americans wanted to forget the horrors of war and have fun.

Even active trade with a warring faction because of the Neutrality Acts passed in the 1930s was inappropriate in the eyes of many Americans. However, beginning with Cash and Carry in 1939 and leading up to the Lend-Lease Act, proposed by FDR, the United States promised to give Great Britain and other Allies, various needed war materials. On the Lend-Lease Act the United States would be repaid in full. However, many Americans including one Senator Burton K. Wheeler, who believed that once Lend-Lease goods started crossing the Atlantic American soldiers would

be next. Europe failed to repay its debts to America from the first World War, there was no reason to get involved again and bury more young American dough boys. (Document 6.)

Ultimately it came down to a question of democracy. Charles Lindbergh was later ridiculed for his anti-war statements, but he and many Americans shared a common ideal, that if the government of the United States went to war while ignoring the will of a majority of people opposed to it, it will have proven that democracy does not work and that we have no right to be defending it abroad if we can't do it at home. (Document 7). Senator Wheeler was already calling into question the power of the Presidency. (Document 6).

Despite all the opposing views, it was perhaps FDR's brilliant political leadership that that brought common sense to the American public. In his Quarantine speech, FDR said that even if the United States remained neutral, the effects of world war are wide spread and damaging. The United States cannot ensure that neutrality will save them from aggressors abroad. (Document 2).

As America should have learned during World

War I war cannot be contained. It grows beyond any boundry, any fence erected. It grows out of proportion and unless it is ended decisively in one final sweep, it will consume the world. If Hitler took Britain, the Atlantic would have been Hitler's superhighway to Washington D.C. With the Empire of the Rising Sun in the East and the rumble of the Panzer divisions of the Third Reich across the pond, the United States would have found itself isolated, an island in a sea of enemies. (Document 8).

The millions of voices that cried out against war were silenced as Japanese bombs were dropped on Pearl Harbor. However, had that not ocured, had the United States remained neutral, it would have found itself surrounded on all fronts, in the East by Japan and the west by Hitler.

Isolationism is not a policy to consider when so much is at stake. Simply standing by and allowing a global conflict to spread only allows one's nation to be the final target. The United States would have been overwhelmed by the Axis powers ^{whether} immediately or slowly over time. America would have been the only democracy left. By failing to defend it abroad, America would have destroyed all that it stands for.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing United States foreign policy toward Europe prior to World War II, including the arguments used by those who supported isolationism and by those who were opposed to it
- Is more analytical than descriptive (debate over whether to remain neutral and let Europe sort itself out; if Pearl Harbor had not been attacked, the United States may never have entered the war; many thought Europe would return to the way things were before World War I; aftershocks of World War I; physical and mental damage inflicted on many American soldiers that came home was heartbreaking and tragic; Europe slipped back into its old destructive ways; America put aside its own idealism and concentrated on its own self-interest; many Americans wanted to forget about the horrors of war and have fun; fear that once Lend-Lease goods started crossing the Atlantic American soldiers would be next; if the will of the majority is ignored, it will prove that democracy does not work; no right to defend democracy abroad if we cannot do it at home; Senator Wheeler calling into question the power of the presidency; Franklin D. Roosevelt's brilliant political leadership brought common sense to the American public; United States cannot ensure that neutrality will save them from aggressors; war cannot be contained; war goes beyond any boundary and fence that is erected; unless war ends decisively it will consume the world; if Hitler had taken Britain, the Atlantic would have been his superhighway to Washington, D.C.; rumble of the power divisions of the Third Reich across the pond; United States an island in a sea of countries; millions of voices that cried out against war silenced with Pearl Harbor)
- Incorporates relevant information from documents 1, 2, 3, 6, 7, and 8
- Incorporates substantial relevant outside information (trenches of World War I; isolation dated back to Washington's administration and his Farewell Address; bad decisions made at Versailles; decade of 1920s witnessed a "return to normalcy"; Neutrality Acts of the 1930s; "cash and carry" in 1939; under Lend-Lease, the United States would be repaid in full; Europe failed to repay its debts to America from World War I; Hitler; Empire of the Rising Sun in the East; Japanese bombs dropped on Pearl Harbor; Axis powers)
- Richly supports the theme with many relevant facts, examples, and details (definition of isolationism; Great War; rise of many fascist and totalitarian regimes; Lend-Lease Act proposed by FDR; American doughboys; Quarantine speech; effects of war widespread and damaging)
- Demonstrates a logical and clear plan of organization; includes an introduction that cites Pearl Harbor as the stimulus for resolving the controversy over the United States policy of isolationism and a conclusion that is beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. Sophisticated analysis of document information and excellent integration of documents demonstrate a strong understanding of United States foreign policy toward Europe prior to World War II. The Japanese attack on Pearl Harbor and its impact on the debate of isolationism versus involvement combined with many relevant historical references contribute to the overall effectiveness of the response. The conclusion is a thoughtful analysis of why the United States had to abandon the policy of isolationism.

The world wars, and the decision of the United States' involvement in them, in 1919 and again in 1941, proved to be the greatest test of true "power to the people" and democracy in our country. In times of crises such as these, the American people turn to their government for guidance and leadership. However, in the instances of the world wars, they found the government to be looking right back at them, trying to assess, with every international event, public opinion. For, in these crucial times that would decide the fate of our economy, our lifestyle and the destiny of the majority of young men in America, the government cannot make the decisions alone. No, the only real power that the government possesses in the crucial period before war is the power of persuasion. They cannot decide for the people, but they can influence their decisions. It is this influence, and the influence of history that persuaded the American people to go to war. Yet, the battle before the war was not an easy one.

In the years before both World War I and World War II, the majority of Americans, two-thirds of Americans at the beginning of WWII (Doc 5), favored the policy of isolationism. America's view at this time was similar to that of an ostrich; bury your head in the sand, and if you can't see the problem, then it doesn't effect you. Americans thought that the best road to take was to surround themselves with protection, isolated from others and create their own world, oblivious to the destruction and hate of outside countries (Doc 1). This would follow a long National tradition begun by Washington and supported by Monroe and other US presidents. If this meant that when they peeked over ^{their} walls after the fighting had ceased, and found only a barren wasteland, then so be it. Leaders such as Franklin Roosevelt realized that the United States could not be totally unaffected, but perhaps if we built walls and defenses strong enough, we could remain isolated. However, we might have to make some efforts to quarantine world lawlessness (Doc 2).

~~But~~ the government passed the Lend-Lease Act, an act that was meant to ease the aching guilt of isolationism and calm the constant worry of war at the same time. This strategy worked for a while, but in the end the growing threat to our democratic views grew too great. When the Japanese planes appeared on the horizon on December 7, 1941, the patriotic feelings were finally stirred in the hearts of Americans (Doc 8). We saw that we could not hold back the enemy by just allowing the Allies to lease vital equipment. True, war did cause the deaths of many brave American soldiers, and for that America will never be the same. However, our entrance into the World Wars preserved the beliefs and foundation of our country, a feat which cannot be measured in value.

Perhaps that is the only way Americans can deal with war. We do not act too hastily and recklessly and throw away the lives of our soldiers, yet we cannot stand by when our allies are in desperate need. We will hold out until the very end, hoping that the rest of the world will resolve its problems without

To the people and government of the United States, from 1914-1918, and then again from 1939-1940, the cost of so many ^{young} lives and great amounts of money was not justified to solve a problem that was not even reaching them yet (Doc 6). Public opinion strongly supported neutrality legislation prior to World War I and during the 1930s, because of their disappointment in not having achieved President Wilson's objectives during WWI. For our country to be pressured into war would be just as harmful as losing it to the enemy, for it would be a decision against the will of the people and would demolish the basis for democracy before a single shot was fired (Doc 7). No, the cost of so many lives and the possible destruction of our very country was too high a price for the U.S.

However, as time wore on, the injustices and destruction being inflicted on our fellow allies was too much for America to bear with a clear conscience. We could not let the fall of France in June 1940 go unavenged, or leave our British brothers to die under the blitzkrieg of London (Doc 5). Yet, we were still not ready to

Commit ourselves to open war. To compromise, disturbing our lives, yet when we see that this is impossible, we will enter with force and hopefully bring an end to the devastation, hoping that the perpetrators have learned their lesson, yet secretly knowing that this hope is futile and preparing themselves for the next time.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing United States foreign policy toward Europe prior to World War II, including the arguments used by those who supported isolationism and by those who were opposed to it
- Is more analytical than descriptive (world wars are the greatest test of true “power of the people” and democracy in our country; in times of crisis, people turn to their government for guidance and leadership; government tried to assess public opinion with every international event because it would decide the fate of our economy, our lifestyle, and the destiny of the majority of young men in America; government cannot make decisions alone; only real power government possesses in crucial period before war is the power of persuasion; government cannot decide for people but can influence their decisions; American views prior to World War II similar to an ostrich; if it meant when fighting ceased there was only a barren wasteland, then so be it; cost of so many young lives and great amounts of money not justified to solve a problem not touching us yet; a decision against the will of the people would demolish the basis of democracy before a single shot was fired; Lend-Lease Act meant to ease aching guilt of isolationism and calm constant worry of war at same time; entrance into wars preserved the beliefs and foundation of our country)
- Incorporates relevant information from documents 1, 2, 5, 6, 7, and 8
- Incorporates substantial relevant outside information (long national tradition begun by Washington and supported by Monroe and other United States presidents; neutrality legislation of the 1930s; President Wilson’s objectives during World War I not achieved; blitzkrieg of London; Japanese planes on horizon December 7, 1941)
- Richly supports the theme with many relevant facts, examples, and details (two-thirds of Americans at beginning of World War II favored isolation; efforts to quarantine world lawlessness; injustices and destruction inflicted on fellow allies; fall of France in 1940; Allies would lease vital equipment; war caused the death of many Americans)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discuss the importance of the role of the people in governmental decisions and the effect of those decisions on the American people

Conclusion: Overall, the response fits the criteria for Level 5. The organization of the response is particularly effective. The historical references used in analyzing documents and the thorough discussion offered in support of each point of view demonstrate an excellent understanding of the influence of events in Europe and of the effects that involvement in war has on the United States.

After World War I, the United States returned to the foreign policy mode of isolationism, which is when a country does not get involved in foreign affairs. However when World War II began in Europe, the United States tried to continue its isolationism by passing neutrality acts. However, there were differing opinions on whether to continue isolationism, or to enter the war and break the neutrality.

The reason why America deemed it to be in its national interest to be isolated, or not getting involved with worldly matters, is seen in Document 1. The Americans felt a repulsion to Germany and other European countries that had shown that the world could be a war-torn place. The Americans felt that with all the unrest World War I had caused, the only safe, peaceful place was America, and the people wanted to retain and maintain peace. This was why America did not sign the Treaty of Versailles at the end of World War I. Signing this treaty included becoming part of the League of Nations, an association of the nations to help each other. The United States did not like the provisions of this association, which stated that member nations might have to defend other nations in case of attack. The United States wanted to stay peaceful and was not interested in more fighting. They were more concerned with themselves and economic issues at home.

Once war in Europe started again, various opinions arose as to whether or not the United States should get involved.

President Roosevelt felt that it was best for the United States to stay out of the war. He felt that war and fighting were spreading, and that the only way the United States could at least partially protect itself from the war's effects was to not get involved. Senator Taft, as shown in Document 3 ~~and~~ also was against joining the fighting even though he supported Roosevelt's "Cash and Carry" policy. He felt that though war sometimes is necessary to help maintain democracy, it many times ends up leading to dictatorships. As a result of World War I, many dictatorships were set up. If the United States went to help out England and France, it might discover that these governments were no longer democratic. Therefore, often wartime objectives are not accomplished, and the results cause harm to all nations involved.

Despite all the arguments against joining the war, some opinions changed as the ~~the~~ war continued. As the war dragged on, the United States saw that Germany's power was greatly growing. War news caused Americans to pay closer attention to European events, especially news about Great Britain. People listened to the radio and heard President Roosevelt's Fireside Chats. These caused the United States to get worried as it kept hearing news of how Germany and the other enemy powers were gaining control. As portrayed in Document 3, the United States began to feel that, by being isolated, it was setting itself up to being taken over by the enemy. It felt that isolationism was not protecting the country,

but rather causing the enemy to ignore the potential power of the United States.

Another reason people felt a need to help the European democracies is shown in Document 5. The United States saw that various democratic countries in Europe either fell to the enemy, such as France in 1940, or were in danger of this such as Britain in 1941. Therefore, the American public felt that in order to avoid a catastrophe, it was best to help its fellow nation, Britain, so that Britain could withstand the German attacks and thus prevent all of Western Europe from falling to Hitler and take away our buffer. If the Germans controlled the sea lanes, as shown in Document 8, it would threaten America's safety.

Once the Japanese attacked Pearl Harbor, the United States saw that it really was susceptible to attack and had to join the war.

In conclusion, we see that the United States's policy of isolationism changed as World War II progressed. Despite the concern for the safety and protection of America and its citizens that would be achieved by not getting drawn into the war,

this opinion changed as the United States saw that its protection would be better insured by ~~protecting~~ supporting our allies.

Despite not wanting to get involved, the United States realized that it was better to fight and suffer somewhat than to let the Germans take over the United States which would have occurred if the United States had not taken a stand.

Anchor Level 4-A

The response:

- Develops all aspects of the task by discussing United States foreign policy toward Europe prior to World War II, including the arguments used by those who supported isolationism and by those who were opposed to it
- Is both descriptive and analytical (Americans felt a repulsion to Germany and the other European countries that had shown that the world could be a war-torn place; only safe, peaceful place was America; Americans were concerned with economic issues at home; although war is sometimes necessary to maintain democracy, it many times leads to dictatorship; often wartime objectives are not accomplished and results cause harm to all nations involved; war news caused Americans to pay closer attention to European events; isolation not protecting the country but rather causing the enemy to ignore the potential power of the United States; prevent Europe from falling to Hitler and taking away our buffer zone; if Germany controlled the sea lanes, it would threaten America's safety; our protection better insured by joining the Allies; better to fight and suffer than let the Germans take over)
- Incorporates relevant information from documents 1, 2, 3, 5, and 8
- Incorporates relevant outside information (Neutrality Acts; Taft's support of Roosevelt's cash-and-carry policy; America did not sign Treaty of Versailles at the end of World War I; signing Treaty of Versailles included becoming part of League of Nations; Roosevelt's Fireside Chats; Japanese attack on Pearl Harbor)
- Supports the theme with relevant facts, examples, and details (definition of isolation; Roosevelt felt that it was best for United States to stay out of war; increase in power of Germany; fall of France in 1940; danger of Britain falling in 1941)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discuss why the policy of isolation needed to be questioned and why it had to be abandoned as a result of World War II

Conclusion: Overall, the response fits the criteria for Level 4. The response weaves the arguments of those who favored and opposed isolation into a narrative of the progression of World War II in Europe and what that meant to the United States. Outside information is effectively explained and woven into the discussion of the documents. However, the lack of a full explanation and discussion of some of the historical facts weakens the response.

The United States has always been reluctant to get involved in foreign entanglements. This was a tradition that began with George Washington's Farewell Address, and continued with the U.S.'s reluctance to get involved in World War I. After the Great War, many things remained unsettled in Europe and another war loomed on the horizon. Americans knew this and were conflicted with the choice of a policy of isolationism, or direct involvement.

In the mid-Thirties, when Hitler was just beginning to gain absolute power in Germany, the United States remained steadfast in its policy of isolationism. The various Neutrality Acts of the thirties reassured Americans of this policy. Americans were disenchanted by the results of World War I and many in Congress recognized this. Senator Taft noted that the ideals of preserving democracy via U.S. involvement in World War I failed, as even the Allied nations returned the authoritarian and fascist rulers. (Doc. 3) Writers articulated the American disgust and apathy towards Europe as well as the results of the Great War itself. (Doc. 1)

In 1937, even President Roosevelt confirmed the isolationist ideals by making the analogy ^{of war} to a disease in his Quarantine Speech. (Doc. 2) He recognized that in the "face of experience" (involvement in WWI) the U.S. should

avoid involvement in war if possible. Yet things did change as the power of Germany and the Axis powers increased in Europe and threatened the stability of democracy.

In 1939, Germany invaded Poland and took over the Czech Republic and from there they continued into France in 1940. Americans began to replace the apathy towards Europe with empathy, and by January of 1941, over 70 percent of Americans were prepared to aid Britain at the risk of war. (Doc. 5)

Even though the United States had taken small steps to help Britain this (allowing Britain to buy supplies and giving her old ships to bolster her navy), the American people believed the United States had more to do. Americans were in fear that Germany could topple Britain, thus making the U.S. vulnerable to German invasion. (Doc. 8) The U.S. government recognized public opinion and began a policy of pro-bellum neutralism with the Lend-Lease Acts. These acts provided war materials to Great Britain in 1941 and was recognized as a precursor to U.S. troop involvement by those who supported it. (Doc. 6) It would eventually take a direct attack on U.S. soil for our leaders to realize involvement was necessary.

The United States had isolationist tendencies up until the 1940s. It was then recognized by the American public that the U.S. should be the beacon of democracy and act wherever needed to ensure democracy was being fulfilled.

As a nation we have been lulled into isolationist periods. However, we are reminded that this is not an option, as was demonstrated on September 11th, 2001.

Anchor Level 4-B

The response:

- Develops all aspects of the task by discussing United States foreign policy toward Europe prior to World War II, including the arguments used by those who supported isolationism and by those who were opposed to it; however, the discussion of arguments used by those who opposed isolationism is less thorough
- Is both descriptive and analytical (isolationism is a tradition that began with George Washington and continued with United States reluctance to get involved in World War I; American disenchantment with results of World War I recognized by many in Congress; stability of democracy threatened; Americans began to replace apathy towards Europe with empathy; if Germany toppled Britain, the United States would be vulnerable to German invasion; Lend-Lease Act policy of pro-allied neutralism; Lend-Lease Act recognized as precursor to United States troop involvement by some; United States should be the beacon of democracy and act wherever needed to ensure survival of democracy; as a nation, we have been lulled into isolationist periods and we are reminded that this is not an option)
- Incorporates relevant information from documents 1, 2, 3, 5, 6, and 8
- Incorporates relevant outside information (George Washington's Farewell Address; Hitler began gaining absolute power in Germany in the mid-thirties; Axis powers; German invasion of Poland, the Czech Republic, and France; allowing Britain to buy supplies and giving her old ships to bolster her navy; lessons of September 11, 2001)
- Supports the theme with relevant facts, examples, and details (Great War; Neutrality Acts of the 1930s; Taft noted allied nations returned to authoritarianism and fascist rulers; President Roosevelt's Quarantine speech; by January of 1941, over seventy per cent of Americans prepared to aid Britain at the risk of war)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that explain why the United States is reluctant to get involved in foreign affairs but why involvement is necessary

Conclusion: Overall, the response fits the criteria for Level 4. Analysis of documents and outside historical information are used to discuss arguments to support isolationism and the reasons for United States commitment to that policy after World War I. However, the development of arguments to oppose isolationism is less extensive and should be supported with additional historical facts. The use of September 11, 2001 as a reminder that isolationism is not an option is an effective conclusion.

THE CONTROVERSIAL THEORY OF ISOLATIONISM HAD A GREATER IMPACT AFTER WORLD WAR I WAS COMPLETE AND THE EMERGENCE OF WORLD WAR II WAS AT HAND. DIFFERENT VIEWS FROM POLITICIANS, BUSINESS LEADERS, AND MOST IMPORTANTLY THE PEOPLE WERE DISCUSSED DURING SUCH A DIFFICULT TIME IN AMERICAN HISTORY. WHILE MANY AMERICANS DID INDEED BELIEVE THAT THE UNITED STATES SHOULD RETURN TO A POLICY OF ISOLATIONISM, OTHERS THOUGHT THAT THE NATION SHOULD REMAIN INVOLVED IN IMPORTANT WORLD AFFAIRS.

A POLICY OF ISOLATIONISM WAS ONE IN WHICH MANY AMERICANS STOOD BEHIND BECAUSE THEY DID NOT ACTIVELY SUPPORT OR INVOLVEMENT IN FOREIGN AFFAIRS. THIS WAS AN IDEA WE HAD HAD FOR A LONG TIME. WE STARTED FOLLOWING ISOLATIONISM AFTER WASHINGTON ANNOUNCED IT IN HIS FAREWELL ADDRESS. AS STATED IN DOCUMENT 1, WORLD WAR I HAD A DETRIMENTAL EFFECT ON THE UNITED STATES. WE LOST OVER 50,000 AMERICAN SOLDIERS, SPENT COUNTLESS AMERICAN DOLLARS AND DID NOT SEE THE START OF MANY DEMOCRATIC GOVERNMENTS IN EUROPE. GOING INTO WORLD WAR I WILSON'S PLAN TO SAVE DEMOCRACY WAS STRONGLY SUPPORTED, YET AS STATED IN DOCUMENT 3 WORLD WAR I CAUSED A RISE IN BOTH FAZISM AND COMMUNISM, TWO CATASTROPHIC KINDS OF GOVERNMENTS.

AFTER WILSON SEVERAL ^{REPUBLICAN} PRESIDENTS TOOK STRONG STANDS IN SUPPORT OF ISOLATIONISM. THEY SIGNED QUOTA ACTS LIMITING IMMIGRATION AND HIGH PROTECTIVE TARIFFS DEMONSTRATING AMERICA'S ISOLATIONISM. THE IDEA OF ISOLATIONISM WAS ALSO SUPPORTED BY WELL KNOWN PEOPLE IN THE UNITED STATES, ESPECIALLY AFTER WORLD WAR I. AS CHARLES LINDBERGH SAID IN DOCUMENT 7, SINCE MILLIONS OF PEOPLE DISAPPROVE OF GOING INTO WAR AND BECOMING INVOLVED IN WORLD AFFAIRS, BEING A DEMOCRATIC NATION LIKE WE ARE,

Why ~~NOT~~ ^{ALLOW} THE AMERICAN PEOPLE TO "RULE" AND ALLOW THEIR VOICES TO BE HEARD. BY MOVING AWAY FROM NEUTRALITY IN THE LATE 1930'S AND 1940'S, LEADING SUPPLIES TO ENGLAND AND OTHER ALLIES WE WERE JEOPARDIZING OUR OWN PEACE AND SECURITY. AS STATED IN DOCUMENT 6 SOME ASK WHY MUST WE AS A NATION INVOLVE OURSELVES IN SOMETHING THAT WILL ONLY CAUSE DEATH TO AMERICANS. SUCH A POLICY IS BELIEVED TO KEEP AMERICA OUT OF HARM'S WAY AND LEAD ITS CITIZENS TO LIVE A PEACEFUL LIFE.

WHILE SOME CITIZENS BELIEVED IN THE THEORY OF ISOLATIONISM, OTHERS BELIEVED THE U.S. SHOULD BECOME INVOLVED IN FOREIGN AFFAIRS, SUCH AS IN WORLD WAR II. IN ORDER TO DISRUPT THE BEGINNINGS OF DICTATORIAL GOVERNMENTS AS STATED IN DOC. 3, THE UNITED STATES SHOULD HAVE AN IMPACT IN WORLD AFFAIRS, BEING A WORLD LEADER. ALTHOUGH AFTER WORLD WAR I A LOT OF PUBLIC OPINION WAS OPPOSED TO US ENTERING ANOTHER ^{WORLD} WAR. AS STATED IN DOCUMENT 5, THE VICTORIES BY GERMANY IN THE WEST AND THE FALL OF FRANCE CHANGED THE PUBLIC'S PERSPECTIVE ON ENTERING THE WAR. SIGHTING THE DIRE NEED OF AMERICAN ASSISTANCE, IF THE BRITISH NAVY WAS TO FAULTER WITHOUT THE ASSISTANCE OF THE U.S., AS STATED IN DOCUMENT 8, THE ATLANTIC WOULD THEN BECOME A FREE HIGHWAY TO THE WEST FOR UNFRIENDLY COUNTRIES LOOKING TO OVERTAKE THE UNITED STATES. WITHOUT THE UNITED STATES PARTICIPATION IN THE WAR, WORSE CATASTROPHES COULD SPREAD TO US SOIL. THE ATLANTIC WOULD NOT BE WIDE ENOUGH TO KEEP ENEMIES AWAY.

THE POLICY OF ISOLATIONISM WAS A HIGHLY CONTROVERSIAL TOPIC

IN THE UNITED STATES AFTER WORLD WAR I AND PRIOR TO WORLD WAR II. WHETHER OR NOT TO BECOME INVOLVED IN WORLD AFFAIRS, WHERE THE CHANCE FOR PROBLEMS WAS PRESENT, LINGERED IN THE MINDS OF EACH CITIZEN. MANY AMERICANS WANTED TO RETURN TO A POLICY OF ISOLATIONISM, AND OTHERS WANTED TO REMAIN INVOLVED IN WORLD AFFAIRS. AS JAPAN ATTACKED PEARL HARBOR IN DECEMBER 1941 THE UNITED STATES WAS FORCED TO STOP THE POLICY OF ISOLATIONISM AND ENTERED WORLD WAR II.

Anchor Level 4-C

The response:

- Develops all aspects of the task by discussing United States foreign policy toward Europe prior to World War II, including the arguments used by those who supported isolationism and by those who were opposed to it
- Is both descriptive and analytical (World War I had a detrimental effect on the United States; start of democratic governments not assured with World War I; fascism and communism, two catastrophic governments; jeopardizing our peace and security by lending supplies; becoming involved in World War II to dissolve the beginnings of dictatorial governments; as a world leader, the United States must have an impact on world affairs; if British navy faltered without the assistance of the United States, the Atlantic could become a free highway to the West for unfriendly countries)
- Incorporates relevant information from documents 1, 3, 5, 6, 7, and 8
- Incorporates relevant outside information (Washington's Farewell Address; definition of isolationism; Wilson's plan to save democracy; well-known people in the United States supported isolation; Quota Acts limiting immigration; high protective tariffs; neutrality of the 1930s and 1940s; lending supplies to England and other allies)
- Supports the theme with relevant facts, examples, and details (loss of over 50,000 soldiers in World War I; World War I caused rise in both fascism and communism; victories by Germany in the West and the fall of France; Japanese attack on Pearl Harbor)
- 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 the use of specific historical facts and details is not extensive and is somewhat repetitive, document analysis is accurate and is effectively integrated. The outside information, although not fully discussed, strengthens the quality of the response.

After World War I, Americans were forced to examine their views on foreign affairs. Would they return to isolationism or be forced into an international role? In the days right after WWI, through most of the 1930s, isolationism was the undoubted choice of most Americans.

But with the Great Depression, the rise of fascism, and the beginning of World War II in Europe + Asia, Americans were forced to confront their fears of the outside world and become involved in the international community. Throughout the Roaring 20's, Americans lived in a state of overconfidence in domestic economic affairs and a somewhat delusional fear of foreign affairs.

Because of the costly mistake of becoming involved in the Great War, many Americans refused to encounter the reality of the problems facing their friends and foes overseas. America was in a state of isolation, unwilling to draw themselves into international problems. Perhaps if America, the only developed nation to survive the war on sound economic footing, had attempted to help Europe in those days, and join the League of Nations, the disasters which would soon follow might have been averted. However,

no assistance plan would be drawn up. America wanted to stay out of Europe and did not sign the Treaty of Versailles.

After the economic crash of 1929, America and the rest of the world were forced to watch helplessly as fascism took root in Italy and Germany, and military dictatorship took over Japan. The worldwide economic downturn put democratic nations in no position to turn back the tide of totalitarianism - they had missed their chance to eliminate the further extension of Hitler's power by accepting his promises at Munich, and it was only a matter of time before they would pay for it. As a first step, Americans had to abandon their isolationist policy. American economic and military power was needed to stop Hitler.

Even as World War II began in Europe and Asia, Americans did not want to come out of their shell. Americans believed the war would be too destructive, too costly. America was not well-armed enough. Soon, however, the threat of totalitarianism became too strong. American interests were compromised. They no longer had the option of sticking their heads in the sand and waiting it out.

Anchor Level 3-A

The response:

- Develops most aspects of the task in some depth by discussing United States foreign policy toward Europe prior to World War II and mentioning an argument used to support and an argument used to oppose isolationism
- Is more analytical than descriptive (would America be forced into an international role; Americans forced to confront their fears of the outside world and become involved in the international community; Americans lived in a state of overconfidence in domestic economic affairs and somewhat delusional fear of foreign affairs; costly mistake of becoming involved in the Great War; many Americans refused to encounter the reality of the problems facing their friends and foes overseas; Americans unwilling to be drawn into international problems; if America had helped, disasters which followed might have been averted; Americans and the rest of the world forced to watch helplessly as fascism took root in Italy and Germany; worldwide economic downturn meant democratic nations had missed the chance to turn back the tide of totalitarianism; only short time before democratic nations would pay for Munich; Americans believed World War II would be too costly, too destructive)
- Makes vague, unclear references to documents 1, 2, 3, 4, and 7
- Incorporates relevant outside information (Great Depression; rise of fascism; Roaring 20s; America did not sign the Treaty of Versailles or join the League of Nations; economic crash of 1929; military dictatorships took over Japan; accepted Hitler's promises at Munich)
- Includes some relevant facts, examples, and details (rise of fascism; international problems; totalitarianism; Hitler); includes a minor inaccuracy (America was the only developed nation to survive World War I on a sound economic footing)
- Demonstrates a satisfactory plan of organization; includes an introduction that gives a brief overview of American foreign policy between the wars and a conclusion that discusses how the threat of totalitarianism in World War II forced America to abandon isolationism

Conclusion: Overall, the response fits the criteria for Level 3. The response contains good analytical comments and good outside information. However, the use of document information is negligible and the information used to support both points of view is superficial.

After World War I, Americans were disillusioned with the rest of the world. Instead of producing the democracies in Europe that Americans were fighting for, the war brought the most dictatorships Europe had ever seen. (Doc 3) Furthermore, America's economy plummeted between World War I and World War II. Although some Americans believed that our country should help European democracies or allies in the 1930s & 1940s, most believed that we should focus on our own country.

President Franklin Roosevelt saw himself as an isolationist. However, he equated war to a disease and suggested to Americans the possibility of quarantining the problem. In that way, America might avoid a disastrous

involvement in war. (Doc 2) America had already felt these effects 20 years before with the deaths of over 50,000 American soldiers in the Great War. It seemed to the Americans that their boys died without a good reason as European authoritarianism and rivalry returned after the war. (Doc 1)

During the Great Depression and

Roosevelt's New Deal social programs that attempted to restore the American economy as well as its heart, Americans did not want to go to war. They wanted to solve their problems first and those of their allies later. Only when the Germans were victorious in the west and France fell did Americans realize that they too were in danger. (DOC 5) Without the British navy to control the Atlantic, the American navy would have to concentrate on both the Atlantic and the Pacific. (DOC 8) This would be spreading themselves too thin and America might fall victim to an attack.

The American belief in isolationism was completely reversed when they saw that it might hurt them instead of helping them. Thus, America finally assisted its British allies during the 1940s after 20 years of only focusing on what was good for America. In some ways, America decided to put the good of the world in front of its own interests; America was just as selfishly pursuing its own interests by going to war as it was by staying out of it.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth by discussing United States foreign policy toward Europe prior to World War II, including the arguments used by those who supported isolationism and by those who were opposed to it
- Is more analytical than descriptive (America disillusioned with the rest of the world after World War I; most Americans believed we should focus on our own country; America might avoid disastrous involvement in war; New Deal programs attempted to restore the American economy as well as its heart; America did not want to go to war; Americans wanted to solve their problems first and those of the Allies later; fall of France made Americans realize that they were in danger; without the British navy to control the Atlantic, the American navy would have to concentrate on the Atlantic and the Pacific; American navy could spread themselves too thin and America might fall victim to attack; American belief in isolationism completely reversed when they saw it might hurt instead of help them; America decided to put the good of the world in front of its own interests; America was selfishly pursuing its own interests by going to war)
- Incorporates some relevant information from documents 1, 2, 3, 5, and 8
- Incorporates limited relevant outside information (America's economy plummeted between World War I and World War II; Great Depression; Roosevelt's New Deal social programs)
- Includes some relevant facts, examples, and details (President Franklin D. Roosevelt saw himself as an isolationist; Roosevelt equated war to a disease and suggested to Americans the possibility of quarantining; deaths of over 50,000 soldiers in the Great War; return of European authoritarianism; fall of France; British navy controlled the Atlantic; British allies)
- Demonstrates a satisfactory plan of organization; includes an introduction that is beyond a restatement of the theme and a conclusion that discusses the reasons for the reversal of American isolationism

Conclusion: Overall, the response fits the criteria for Level 3. Despite the lack of specific details and explanation, the integration of document information contributes to a response that includes the effects of the Great Depression on United States foreign policy. Some good analytical statements follow the analysis of the documents and add to the discussion. However, the arguments used to support and oppose isolation are limited to opinion statements with little explanation.

After World War I, events in Europe caused the United States to review its foreign policy. While many Americans believed the United States should return to a policy of isolationism, others believed the nation should remain more involved in world affairs.

At first, many Americans wanted to return to the policy of isolationism after World War I because more than fifty thousand American soldiers perished. According to David M. Kennedy World War I brought economic decline, the deaths of many innocent people, and the rise of evil power in Europe. Isolationists feel that war only causes problems and nations should try to avoid involvement. Senator Taft was opposed to the United States entering the war in Europe because he wanted to preserve democracy in the United States. Many people feel that war can strengthen democracy, but Taft's speech illustrates to us his realization that war can destroy democracies and result in dictatorships. America's location on the other side of the Atlantic and far away from the actual fighting meant that isolationism would be easier to follow.

Meanwhile, other Americans feel that the United States should no longer follow an isolationist policy because as one of the most powerful nations in the world it was our responsibility to take a stand against dangerous dictators. If we do remain uninvolved we will be attacked by aggressor nations and stripped of our liberties as nations such as Poland and Austria were. In addition, as seen in the New York Times, some Americans are opposed to the U.S. policy of isolationism because if we isolate ourselves, the Germans will dominate Europe and that will not be in the United States best interests. Therefore, if the the U.S. intervenes and aids Britain, in working together we might prevent the destruction of European democracy.

Thus, the United States reviewed its foreign policy between isolationism and entering war due to the events of World War I.

Anchor Level 3-C

The response:

- Develops most aspects of the task in some depth by discussing arguments used by those who supported isolationism and by those who were opposed to it
- Is both descriptive and analytical (World War I brought economic decline and the rise of evil power in Europe; isolationists feel that war only causes problems and nations should try to avoid involvement; Senator Taft opposed to war because he wanted to preserve democracy in the United States; war can destroy democracies and result in dictatorships; America's location meant isolation would be easier to follow; responsibility of the United States to take a stand against dangerous dictators; United States could be attacked by aggressor nations; isolationism will lead to German domination of Europe which will not be in America's best interests; aid to Britain might prevent destruction of European democracy)
- Incorporates some relevant information from documents 1, 3, 4, and 8
- Incorporates limited relevant outside information (America's location on the other side of the Atlantic and far away from actual fighting; United States was one of the most powerful nations in the world; Poland and Austria lost their liberties)
- Includes some relevant facts, examples, and details (more than 50,000 American soldiers perished in World War I; dictatorships; aggressor nations; aid to Britain)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a brief conclusion that restates part of the historical context

Conclusion: Overall, the response fits the criteria for Level 3. The response focuses on arguments used by the document writers to support and oppose isolationism with some outside information but there is little transition between these ideas. United States foreign policy toward Europe is only mentioned in introductory statements. The lack of specific historical details weakens the response although there is some good placement of analytical statements.

After World War I, events in Europe caused the United States to review its foreign policy. While many Americans believed the United States should return to a policy of isolationism, others believed the nation should remain more involved in war efforts. Such different views between Americans wrestled America's policy back and forth until the inevitability of World War II came.

At the end of World War I, the United States population felt strongly about returning to isolationism. This was because they wanted to keep America's values and concentrate on returning America back to how it was pre-World War I (Doc. 1). Many government officials felt the same way. Senator Robert Taft felt war would do any government more harm than good, and in order to make America have a concrete democracy, staying out of the war was important (Doc. 3).

Many Americans believed that if we did not defend Britain, then eventually our democracy would be threatened (Doc. 8). This is why so many Americans had a change of opinion between the spring of 1940 and January of 1941 (Doc. 5). Some people were very afraid that the ideas of dictatorship and communism would eventually move westward in the United States if it were not dealt with as soon as possible by aiding other countries. This caused people to be in favor of war. (Doc. 4).

Directly after World War I, more people seemed to favor isolationism. Obviously, the United States were brought into the war anyway, even though many Americans were against it.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task by discussing United States foreign policy toward Europe prior to World War II, including the arguments used by those who supported isolationism and by those who were opposed to it
- Is primarily descriptive (United States population felt strongly about returning to isolationism; keep America's values; concentrate on returning America back to how it was pre-World War I; many government officials felt the same way; staying out of war important in order to make America a more complete democracy; some people afraid that the ideas of dictatorship and communism would eventually move westward to the United States); includes weak application and analysis
- Incorporates limited relevant information from documents 1, 3, 4, 5, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (Senator Taft felt war would do any government more harm than good; dictatorship; communism)
- Demonstrates a general plan of organization; includes an introduction that is somewhat beyond a restatement of the theme and a conclusion that briefly summarizes the discussion

Conclusion: Overall, the response fits the criteria for Level 2. Although all aspects of the task are addressed, the discussion of United States foreign policy toward Europe prior to World War II is limited to brief statements. Few historical facts and examples support the statements about isolationism. Documents usage is generally limited to brief summaries. However, the interpretation of the political cartoon is good.

The former first president of the United States held a foreign policy of Isolation. The United States broke that in WWI. Then after WWI, events in Europe caused the United States to review its foreign policy. While many Americans believed the United States should return to a policy of Isolationism, others believed the nation should remain more involved in world affairs.

One reason why people were opposed to war because over fifty thousand soldiers died fighting from WWI. (Doc #1) And the reason is that we believe that democracy doesn't mean war. We stand for what democracy means. President Franklin (Doc #2) Roosevelt wanted to follow a policy of peace and tried to keep the US. out of war. Americans were also opposed (Doc #5) to the Lend and Lease Act. At first

we would lend out weapons but then it would lead to lending out soldiers and Americans didn't like that (Doc #6)

There were many reasons why Americans wanted to join the war. First in the spring of 1940 Americans were opposed then in January 1941 they wanted to support England. They saw that France fell to Germany and England would soon fall. (Doc #5) If England would fall that meant Germany would want control of the Atlantic Ocean and America wanted to stop it before it started. (Doc #8) Another reason was the attack of Pearl Harbor which put tears and revenge in the face of Americans. Lots of hatred grew towards America and Americans wanted to stop Anti-democracy before it got worse. (Doc #4)

America changed its foreign Policy many times. The changed it to defend democracy and the saw how war effect the lives of people and try to avoid it unless they are forced to defend themselves like in WW11 against Germany.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task by discussing United States foreign policy toward Europe prior to World War II, including the arguments used by those who supported isolationism and those who were opposed to it
- Is primarily descriptive (democracy does not mean war; America stands for what democracy means; President Roosevelt wanted to follow a policy of peace and tried to keep America out of war; at first we would lend out weapons but then it would lead to lending out soldiers; if England fell, Germany would control the Atlantic; America wanted to stop anti-democracy before it got worse); includes isolated application and analysis (mention of Pearl Harbor and anti-democracy)
- Incorporates limited relevant information from documents 1, 2, 4, 5, 6, and 8
- Presents little relevant outside information (President George Washington's isolation policy; attack on Pearl Harbor brought tears and revenge to Americans)
- Includes few relevant facts, examples, and details (over 50,000 soldiers died fighting World War I; Americans opposed to the Lend-Lease Act; spring of 1940, Americans opposed the war; January 1941, Americans wanted to support England)
- Demonstrates a general plan of organization; includes an introduction that mentions Washington's role in isolation and how World War I broke that policy before restating the theme and a conclusion that summarizes the reasons for the change in foreign policy

Conclusion: Overall, the response fits the criteria for Level 2. The response lacks specific historical facts and details to support general statements. A few good generalizations and pieces of outside information are included but they are not substantiated, weakening their impact.

After World War I, events in Europe caused the United States to review its foreign policy. While many ~~of~~ Americans believed the United States should return to a policy of isolationism, others believed the nation should remain more involved in world affairs.

In document one we see how many Americans wanted to return to a policy of isolationism after World War I because many ~~Americans~~ of our soldiers were putting their lives on the line, and for what?

In document two we also see something like in document one. President Franklin Roosevelt's viewpoint about the U.S. involvement in war was putting in risk the whole world, by invading and violating.

In document ~~three~~ three Senator Taft was opposed to the United States entering the war in Europe.

He opposed because it was meant to save democracy, but instead it made more chaos. The result destroyed more democracies and set up more dictatorship.

In document five we see how $\frac{2}{3}$ of the American public believed it was more important to keep out of war than to aid Britain at the risk of war.

Many people had their own opinions of the entering of the war or isolating ourselves. I think we should just mind our own business and not get into anything because it only causes more problems and brings more chaos.

Anchor Level 2-C

The response:

- Develops some aspects of the task in some depth by discussing arguments used by those who supported isolationism after World War I
- Is primarily descriptive (many American soldiers putting their lives on the line and for what; entering war meant to save democracy but instead made more chaos); includes weak and isolated application and analysis (President Franklin D. Roosevelt's viewpoint about involvement)
- Incorporates limited relevant information from documents 1, 2, 3, and 5
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (many Americans wanted to return to a policy of isolationism after World War I; Senator Taft opposed to the United States entering the war in Europe; destroyed democracies and set up more dictatorships; two-thirds of the American public believed it was more important to keep out of war than to aid Britain)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that includes the opinion of the writer

Conclusion: Overall, the response fits the criteria for Level 2. The response summarizes four documents separately in a list format. The lack of transitions between these reasons that support isolationism detracts from the overall quality of the response.

After world war One the United States viewed Europe differently than it had before and during the Great War, new policies were now being developed. Due to the start of world war Two.

By the start of world war two many Americans believed that we should develop a policy of isolationism and stay out of the businesses of other nations. Many believed this due to the fact that after WWI people like Senator Taft believed that WWI didn't change anything for the better.

However others believed it was our duty to get involved because we were ~~off~~ a super power of the world. Many also believed we had to defend our democracy and the democracy of other European Nations.

In conclusion our
country had mixed feelings
but by the time we entered
I feel that ~~the~~ every body
felt the right decision
was made.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task by mentioning an argument used to support isolationism and two arguments used to oppose it
- Is descriptive (new policies developed as a result of World War II; stay out of the business of other nations; World War I did not change anything for the better; many believed we had to defend the democracy of other European nations); lacks understanding, application, and analysis
- Makes vague, unclear references to documents 3 and 7
- Presents little relevant outside information (definition of isolationism)
- Includes few relevant facts, examples, and details (duty to get involved; defend our democracy); includes an inaccuracy (policy of isolationism being developed due to start of World War II)
- Demonstrates a general plan of organization; includes an introduction that is somewhat beyond a restatement of the theme and a conclusion that is an overgeneralization

Conclusion: Overall, the response fits the criteria for Level 1. The arguments used to support and oppose isolation depend on the information in two documents. The response indicates that isolation was developed at the start of World War II and this leads to a limited discussion demonstrating minimal understanding of this foreign policy. In addition, the response combines information from World War I, World War II, and post-World War II, making it difficult to assess which war is being addressed. The information is limited in scope and lacks details to explain it.

After world war I, events in Europe caused the United States to review it's foreign policy. While many Americans believed the nation should remain more involved in world affairs.

We felt that we should stay involved because if we didn't democracy would fail as shown in document 1. The Americans want a democracy ~~not a dictatorship~~ not a dictatorship as shown in document 3. The American's were afraid of an anti-democracy government as shown in document 4 that's why they were ready to fight.

The government want to review it's foreign policy because of the war. They didn't want to go through all of the death's as shown in document 1 that's why they want to ~~stay~~ stay isolated.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task by mentioning an argument used by those who opposed isolationism and an argument used by those who supported it
- Is descriptive (Americans want a democracy not a dictatorship; Americans were very afraid of an anti-democracy government, which made them ready to fight); lacks understanding, application, and analysis (we should stay involved because if we didn't democracy would fail)
- Makes vague, unclear references to documents 1, 3, 4, and 7
- Presents no relevant outside information
- Includes few relevant facts, examples, and details
- Demonstrate a weakness in organization; lacks focus; does not clearly identify which aspect of the task is being addressed; includes an introduction that restates parts of the historical context and a conclusion that states the government did not want to go through all of the deaths referred to in document 1 as a reason the United States wanted to stay isolated

Conclusion: Overall, the response fits the criteria for Level 1. The statements that summarize the documents show little understanding of isolationism. The use of document 7 to support involvement shows a complete misunderstanding of Lindbergh's speech. The argument and the supporting detail for support of isolationism are limited to vague generalizations.

I honestly have no clue what im writing about. five documents that may have something to do with isolation would be: treaty of versaille, woodrow wilsons 14 points, constitution, declaration of Independence, and the english bill of rights. These documents have some kind of impact on Isolationism. Each documents says something about being as one. The United states declared itself as one super nation and said it didnt want any help. After World War 2 the United states changed all that and formed Nato and the UN. Along with other countries they had formed a type of "I got your back" influence on each other. Knowing that If just One country was attacked in the UN that the other 16 countrys would have their back really stopped major wars from breaking out. Since joining the UN and NATO the united states has bashed the idea of Isolationism due to the fact they are not by themselves. The United States policy was basically to just have England and Frances back going into the war (WW2).

Anchor Level 0

The response:

Refers to the theme in a general way; includes no relevant facts, examples, and details

Conclusion: Overall, the response fits the criteria for Level 0. The response vaguely refers to United States foreign policy toward Europe prior to World War II in a general way but misinterprets isolationism. References to the Declaration of Independence, the Constitution, the English Bill of Rights, the United Nations and NATO are irrelevant to the task.

In the ~~for~~ years leading up to World War II America was continuing its long standing policy of isolation. As the great depression hit the country's concerns became focused inward at the state of the nation. It is no wonder then, that as ~~the~~^{war} was drawing nearer in Europe, ^{some} people were not concerned by it. Some even thought Europe had it coming for not learning from World War I. Debate arose and conflicts grew as to what stand America should take. As time went on though it became clear that involvement was inevitable.

At the end of World War one America returned to its policy of isolation. ~~As~~ David Kennedy said in his book "Freedom from Fear," that Americans were appalled that Europe learned nothing from the war. "They made the same mistakes they made before the war. They reestablish 'authoritarianism and the armed rivalries' that caused the first world War. Kennedy says that ~~pe~~ we should not become involved with Europe and focus on our country. This reflected

of most Americans at the time.

When conflicts in Europe started to erupt, debates on America's potential involvement in the war sprung up. In President Roosevelt's Quarantine speech he stated that America should stay out of a war that would spread like a disease. Senator Robert Taft agrees with President Roosevelt in his speech, ~~not~~ in which he says that U.S. involvement would achieve little save killing Americans. On the other side of this debate were people who thought war was necessary. David Low's cartoon is telling people to fight because our nation is being threatened by Fascist regimes like Germany. At this point most Americans agreed with Roosevelt and Taft.

As times change so do opinions. In W.W. Rostow's "The United States in the World Arena" it says that as time went on people started to support

the idea of war. The biggest factor in that was the fall of France. When Germany took France people knew England was next. Fears then grew that with England out of the way the US was next. In a New York Times Editorial from April 30 1941 it said that without England's navy the US would be open to attack on the Atlantic shores. The navy would be too spread out to protect us. Still there were those, like Charles Lindbergh, who thought that war wasn't the answer. Lindbergh said that war is avoidable as long as we didn't want to fight. In the end, though, we entered into the war.

With our entrance into World War II the policy of isolation was gone forever. It became clear that as a country the US had to become involved in this changing world, if only to preserve people. No longer would the U.S. remain isolated from the world which it is interconnected with.

After the events of World War I, the United States was forced to review its foreign policy. Some people opposed entering another war while others saw no way to avoid it. The people of the nation was divided in this time of crisis.

Document one states rather grimly how the United States should stay out of the war in Europe. After World War I, the U.S. developed a sublime apathy for Europe. Disappointing results associated with our involvement in the war, led us to see in Europe qualities that we did not like. Seeing ourselves as better than Europe made us want to stand apart from Europe. George Earle was quoted in saying "If the world is to become a wilderness of waste, hatred, and bitterness, let us all the more earnestly protect and preserve our own oasis of liberty" which meant, less superfluously, that if the world is going to chaos than we should want no part of it.

In document three, Senator Taft reinforced these isolationist views. In the speech he gave on September 6, 1939 he said that war is the most destructive force to forms of government. The purpose of World War I was to save democracy, but the ironic outcome was the inverse. The war destroyed more democracies and set up dictatorships in their stead in numbers unheard of in decades. Taft speculates that if we went in with the purpose of assisting France and England that after the war ended they might become communist and fascist anyway. He states that almost any alternative to war is to be desired.

Senator Wheeler further emphasizes the importance of isolationist policies in document six. He is opposed to the Lend-Lease Bill that might lead to open and complete warfare in Europe. Wheeler poses a question to the people that asked them if the first World War was worthwhile. In a sort of sarcastic, even cynical, manner he explains that we should lend and lease war materials and American boys if it was worthwhile. It was never stated in that legislation what the condition the materials repaid or brought back would be in order that his legislation could lead to America's entry into war with Europe.

Yet, even though there was so much opposition to the entrance into war there was an equal counter-balance that was for it. Document four illustrates the consequences of an isolationist policy in the United States. As the American people stay isolated they are risking a world-wide anti-democracy movement that would tip the political scales into chaos. If the U. S. stays in isolation democracy will fall victim to forms of dictatorship. America was the only hope to save the world from the brutality and oppression of the threatening activities of both Germany and Italy.

The United States was forced to take a more active role in world affairs just prior to World War II. The controversy between those who supported a return to isolationism and those who wanted to see the United States become more involved in world affairs continued.

Throughout U.S. history American foreign policy was dominated by the isolationists view point. The geographic position of the U.S. led many American leaders to support isolationist policies - American leaders also feared the death and economic effects of foreign war on American society. This viewpoint was at its strongest at the close of World War I. The U.S. wanted to turn its attention in on its own interests after having sacrificed so many lives on a cause they did not see as worthwhile. [Doc 1] However, as Europe fell into new turmoil during the 1930s the U.S. policy of isolationism began to gravitate towards aiding our allies and eventually involvement in World War II.

Most Americans viewed World War I as a failure and the Senate agreed when they rejected the Treaty of Versailles. [Doc 1]. In fact, while politicians had claimed that the young doughboys were traveling overseas to protect democracy, the results of the war left more communist and dictatorial states than before World War I. [Doc 3]. After the crash of 1929 Americans experienced great domestic problems. They suffered the greatest unemployment rate in decades. Consumer faith was at its lowest. Many Americans saw no need to send money in foreign aid to European countries squabbling among themselves. President Roosevelt's priority was to accomplish his New Deal objectives. Although concerned about the rise of dictatorships in Germany and Italy, President Roosevelt signed neutrality legislation which maintained our isolationism.

Yet the U.S. gradually increased its aid and involvement in the new foreign war plaguing Europe. One early form of foreign aid that the U.S.

provided was FDR's deal involving military bases and foreign aid. In return for desperately needed (yet old) American ships, the U.S. was able to use British military bases of great strategic importance. Also, FDR helped push the Lend-Lease Act through a somewhat reluctant Congress. [Doc 6]. This piece of legislation did just what it said—the U.S. began to lend and lease important aid to British forces, abandoning its neutrality policies.

The U.S. public opinion finally did shift to a war-hawk's standpoint. The war was worsening for the allies in Europe. In June 1940 this was brought to a head as Germany had great victories in western Europe, including its capture of France. [Doc 5]. Many Americans recognized a threat that perhaps the Axis powers might take their victories and attack the U.S. [Doc 4]. That fear came true as in December 1941 the U.S. Naval Base at Pearl Harbor was attacked by surprise by the Japanese who were allied with Germany. This day that "would live in infamy" as FDR called it would actually directly lead to the U.S. declaring war on the Axis powers and joining England and France in World War II. Also FDR recognized that war might help the U.S. economy. It brought the need for more manufacturing in the U.S. in order to create a military machine which would be necessary to fight in Europe. In this respect, FDR did little to stop the Japanese attack of Pearl Harbor. In fact, FDR refused to see the Japanese Ambassador who sat outside his office for days before the attack.

Indeed the U.S. ~~sent sent troops~~^{troops} to Europe to become involved in World War II, a war leading to the loss of millions of lives. The U.S. military involvement actually did lead to an American military expansion. The U.S. policy of international involvement was strengthened after World War II as well and we became a globally involved superpower.

The U.S. a dilemma in whether or not they should enter World War II. Some people agreed with isolationism while others opposed it.

In Document 2 President Roosevelt was one which believed war was unnecessary and brought destruction. He believed in world peace. Document 1 agreed with isolationism people believed it was better than killing one another in war. People which agreed with isolationism usually supported world peace.

Document 5 many people opposed isolationism they believed we needed to interact with places and enter war for economic and industrialization progress. Document 4 also did not

agree with isolationism. They said it would cause U.S. to become conquered.

Both opinions were hard to decide between the U.S. entering WWII but the U.S. ended up entering anyway.

After world war I, Americans, as well as other European cultures, supported a policy of isolationism. Isolationism is when a gov. and its people try to "contain and isolate" their country.

Many Americans were upset about the effects of WWI. "The Great War was an unalloyed tragedy... a mistake never to be repeated." Some people felt that the war really had no outcome, Europe returned to its values as before the war. (doc 1)

People's opinions of war changed as WWII began to erupt. In 1940, public opinion felt it was better to abstain from war, this changed in 1941, when 70% felt America should be involved (doc 5)

Some people still felt negatively about entering WWII: questioning if it will really save democracy (doc 3)

other people thought we
should fight for our beliefs
(doc 4)

But many people still opposed
war, feeling it was still worth
nothing to enter. "war is a contagious
disastrous effects." (doc 2)

In conclusion, many ppl and
countries originally preferred an
isolationist policy but changed
views about involvement once
WWI broke out.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with little depth by discussing United States foreign policy toward Europe prior to World War II, including the arguments used by those who supported isolationism and by those who were opposed to it
- Is more descriptive than analytical (as the Great Depression hit the country, concerns became focused inward on the state of the nation; some thought Europe had it coming from not learning from World War I; Americans appalled that Europe learned nothing from the war; war would spread like a disease; threat from fascist regimes like Germany; without England's navy, the United States would be open to attack on the Atlantic shores)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, 7, and 8
- Incorporates limited relevant outside information (Great Depression)
- Includes some relevant facts, examples, and details (authoritarianism; armed rivalry; President Roosevelt's Quarantine speech; fascist regimes; fall of France; Atlantic shores)
- Demonstrates a satisfactory plan of organization; includes an introduction that is beyond a restatement of the theme and refers to the Great Depression as a reason for isolation and a conclusion that explains why United States entrance into World War II meant the end of isolation

Conclusion: Overall, the response fits the criteria for Level 3. Document sources and document information, except for the mention of the Great Depression, serve as the basis for the response. However, in this instance, the consecutive use of the documents is a less effective means of addressing the task.

Practice Paper B—Score Level 3

The response:

- Develops most aspects of the task in some depth by discussing the arguments used by those who supported isolationism and an argument by those who were opposed to it
- Is both descriptive and analytical (after World War I, the United States developed a sublime apathy for Europe; disappointing results associated with our involvement in World War I; led us to see in Europe qualities we did not like; seeing ourselves as better than Europe made us want to stand apart from Europe; if the world is going into chaos, we want no part of it; purpose of World War I was to save democracy but the ironic outcome was the inverse; war destroyed more democracies and set up dictatorships in their stead in numbers unheard of in decades; Lend-Lease might lead to open and complete warfare in Europe; sarcastic and cynical manner of Senator Wheeler about Lend-Lease; Lend-Lease could lead to American entry into war with Europe; American people risking worldwide anti-democracy movement that would tip political scales into chaos)
- Incorporates some relevant information from documents 1, 3, 4, and 6
- Incorporates limited relevant outside information (brutality and oppression of threatening activities of both Germany and Italy)
- Includes some relevant facts, examples, and details (purpose of World War I to save democracy; dictatorships; communist; fascist; Lend-Lease bill; anti-democracy movement)
- Demonstrates a satisfactory 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 3. Good analytical statements summarize the information restated from the documents. Few of the specific historical references are adequately developed and this weakens the response.

Practice Paper C—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing United States foreign policy toward Europe prior to World War II, including the arguments used by those who supported isolationism and by those who were opposed to it
- Is more analytical than descriptive (American leaders feared deaths and economic effects of foreign wars on American society; many lives sacrificed on a cause that many Americans did not see as worthwhile; politicians claimed that young doughboys were traveling overseas to protect democracy; United States was able to use British military bases of strategic importance in return for American ships; Lend-Lease bill passed by a somewhat reluctant Congress; United States military involvement in World War II led to American military expansion and policy of international involvement; after World War II, America became a globally involved superpower; war in Europe brought the need for manufacturing in the United States in order to create a military machine which would be necessary to fight in Europe; Franklin D. Roosevelt did little to stop the Japanese attack on Pearl Harbor)
- Incorporates relevant information from documents 1, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (influence of the geographic position of the United States; Europe fell into new turmoil in the 1930s; Senate rejection of the Treaty of Versailles; after the crash of 1929, America experienced greater domestic problems, United States suffered the greatest unemployment rate and the lowest consumer faith in decades; President Roosevelt's New Deal objectives; Roosevelt's neutrality legislation; Roosevelt's deal involving foreign bases and foreign aid; rise of dictatorships in Germany and Italy; Axis powers attack United States naval base at Pearl Harbor; Japanese allied with Germany; day "would live in infamy")
- Richly supports the theme with many relevant facts, examples, and details (results of World War I left more communist and dictatorial states than before World War I; Lend-Lease Act; viewpoints of warhawks; Germany's capture of France; Pearl Harbor led United States to declare war on Axis powers and ally with England and France; World War II led to loss of millions of lives)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses viewpoints of isolationism and a conclusion that explains why United States participation in World War II led to a policy of international involvement

Conclusion: Overall, the response fits the criteria for Level 5. Good analysis of significant outside historical information frames the evaluation of document information. The focus of the response is a discussion of United States foreign policy toward Europe prior to World War II with a subtle explanation of arguments used by those who supported and those who opposed isolation woven into that discussion. The conclusions that are drawn are insightful and demonstrate a good understanding of the topic.

Practice Paper D—Score Level 2

The response:

- Develops some aspects of the task in some depth by mentioning arguments used by those who supported isolationism and by those who opposed it
- Is primarily descriptive (President Roosevelt believed war was unnecessary and brought destruction; people believed isolationism better than killing one another in war; people who agreed with isolationism usually supported world peace; fear by some that isolationism would cause the United States to be conquered); includes weak and isolated application and analysis
- Incorporates limited relevant information from documents 1, 2, 4, and 5
- Presents little relevant outside information (entering World War II to continue our economic and industrialization progress)
- Includes few relevant facts, examples, and details (President Roosevelt; world peace)
- Demonstrates a general plan of organization; lacks focus; includes an introduction that restates the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The response demonstrates a limited understanding of United States foreign policy prior to World War II. General statements from the documents summarize reasons that support and oppose isolationism. The lack of continuity and transitions weaken the response.

Practice Paper E—Score Level 2

The response:

- Minimally develops all aspects of the task by discussing United States foreign policy toward Europe prior to World War II, including arguments used by those who supported isolationism and by those who were opposed to it
- Is primarily descriptive (Europe returned to the values it had before the war; people's opinions of war changed as World War II began to erupt; some people questioned if World War II would save democracy; some people felt we should fight for our beliefs); includes weak and isolated application and analysis
- Incorporates limited relevant information from documents 1, 2, 3, 4, and 5
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (Great War; in 1940, the public felt it was better to abstain from war; by 1941, 70 per cent of the public felt America should be involved)
- Demonstrates a general plan of organization; includes an introduction which defines isolationism and a brief conclusion stating that people originally preferred isolationism but changed their minds once World War II began

Conclusion: Overall, the response fits the criteria for Level 2. Much of the response depends on quoted information from the documents and a few literal interpretations of information in the documents. In this response, the understanding of United States foreign policy prior to World War II is limited and vague.

United States History and Government Specifications

June 2005

Part I Multiple Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Reform Movements	Standards 1 and 5: US and NY History; Civics, Citizenship, and Government
Document-based Essay	Foreign Policy toward Europe prior to World War II	Standards 1, 2, 3, and 5: US and NY History; World History; Geography; Civics, Citizenship, and Government

The *Chart for Determining the Final Examination Score for the June 2005 Regents Examination in United States History and Government* 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 – June 2005

Chart for Converting Total Test Raw Scores to Final Examination Scores (Scaled Scores)

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 the 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
0	0	2	5	8	11	14	18	21	25	29	33
1	1	3	6	9	12	15	19	23	27	31	35
2	2	4	7	10	13	16	20	24	28	32	36
3	2	5	8	11	14	18	21	25	29	33	38
4	3	6	9	12	15	19	23	27	31	35	39
5	4	7	10	13	16	20	24	28	32	36	41
6	5	8	11	14	18	21	25	29	33	38	42
7	6	9	12	15	19	23	27	31	35	39	44
8	7	10	13	16	20	24	28	32	36	41	45
9	8	11	14	18	21	25	29	33	38	42	47
10	9	12	15	19	23	27	31	35	39	44	48
11	10	13	16	20	24	28	32	36	41	45	50
12	11	14	18	21	25	29	33	38	42	47	51
13	12	15	19	23	27	31	35	39	44	48	53
14	13	16	20	24	28	32	36	41	45	50	54
15	14	18	21	25	29	33	38	42	47	51	56
16	15	19	23	27	31	35	39	44	48	53	58
17	16	20	24	28	32	36	41	45	50	54	59
18	18	21	25	29	33	38	42	47	51	56	61
19	19	23	27	31	35	39	44	48	53	58	62
20	20	24	28	32	36	41	45	50	54	59	64
21	21	25	29	33	38	42	47	51	56	61	65
22	23	27	31	35	39	44	48	53	58	62	67
23	24	28	32	36	41	45	50	54	59	64	68
24	25	29	33	38	42	47	51	56	61	65	70
25	27	31	35	39	44	48	53	58	62	67	71
26	28	32	36	41	45	50	54	59	64	68	73
27	29	33	38	42	47	51	56	61	65	70	74
28	31	35	39	44	48	53	58	62	67	71	76
29	32	36	41	45	50	54	59	64	68	73	77

Total Part I and Part IIIA Score

	Total Essay Score										
	0	1	2	3	4	5	6	7	8	9	10
30	33	38	42	47	51	56	61	65	70	74	78
31	35	39	44	48	53	58	62	67	71	76	80
32	36	41	45	50	54	59	64	68	73	77	81
33	38	42	47	51	56	61	65	70	74	78	82
34	39	44	48	53	58	62	67	71	76	80	83
35	41	45	50	54	59	64	68	73	77	81	85
36	42	47	51	56	61	65	70	74	78	82	86
37	44	48	53	58	62	67	71	76	80	83	87
38	45	50	54	59	64	68	73	77	81	85	88
39	47	51	56	61	65	70	74	78	82	86	89
40	48	53	58	62	67	71	76	80	83	87	90
41	50	54	59	64	68	73	77	81	85	88	91
42	51	56	61	65	70	74	78	82	86	89	91
43	53	58	62	67	71	76	80	83	87	90	92
44	54	59	64	68	73	77	81	85	88	91	93
45	56	61	65	70	74	78	82	86	89	91	94
46	58	62	67	71	76	80	83	87	90	92	95
47	59	64	68	73	77	81	85	88	91	93	96
48	61	65	70	74	78	82	86	89	91	94	96
49	62	67	71	76	80	83	87	90	92	95	97
50	64	68	73	77	81	85	88	91	93	96	97
51	65	70	74	78	82	86	89	91	94	96	97
52	67	71	76	80	83	87	90	92	95	97	98
53	68	73	77	81	85	88	91	93	96	97	98
54	70	74	78	82	86	89	91	94	96	97	98
55	71	76	80	83	87	90	92	95	97	98	99
56	73	77	81	85	88	91	93	96	97	98	99
57	74	78	82	86	89	91	94	96	97	98	99
58	76	80	83	87	90	92	95	97	98	99	99
59	77	81	85	88	91	93	96	97	98	99	100

Total Part I and Part IIIA Score