

REGENTS IN U.S. HISTORY AND GOVERNMENT

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Wednesday, August 16, 2006 — 12:30 to 3:30 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

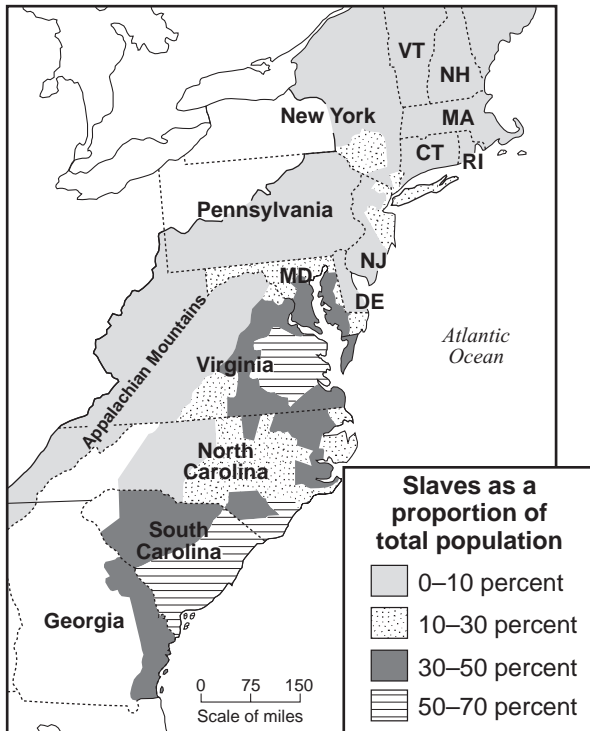
Part I

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 map below and on your knowledge of social studies.

Slavery in the Colonies, 1775



Source: James A. Henretta et al., *America's History*, Dorsey Press (adapted)

- 1 A conclusion supported by the information on the map is that slavery in the American colonies was
 - (1) declining by the start of the Revolutionary War
 - (2) concentrated in areas suitable for large plantations
 - (3) becoming illegal in the northern colonies
 - (4) growing fastest in the New England colonies
- 2 Judicial review, as practiced by the federal courts, resulted directly from
 - (1) the decisions of colonial governors
 - (2) the Articles of Confederation
 - (3) the Bill of Rights
 - (4) a Supreme Court decision
- 3 John Locke's theory of natural rights, as reflected in the Declaration of Independence, states that
 - (1) government is the source of all individual rights
 - (2) power should be concentrated in the monarchy
 - (3) power to govern belongs to the people
 - (4) individual liberties are best protected by a strong government
- 4 The Northwest Ordinance of 1787 set a precedent for other western territories by
 - (1) allowing slavery
 - (2) including voting rights for women
 - (3) providing a method for the creation of new states
 - (4) setting aside land for churches
- 5 The government created by the Articles of Confederation was unsuccessful at solving many major problems because
 - (1) unlimited power was given to the Supreme Court
 - (2) most power remained with the state governments
 - (3) members of Congress were elected according to each state's population
 - (4) political parties prevented the passage of legislation
- 6 The first amendment guarantee of freedom of speech was added to the United States Constitution primarily because its supporters believed it was essential to
 - (1) discourage criticism of government policies
 - (2) ensure the functioning of democracy
 - (3) limit political debate in Congress
 - (4) encourage more candidates to run for office

- 7 Which change within the federal government results from the census that is taken every ten years?
- (1) The Supreme Court gains new justices.
 - (2) Members of Congress face new term limits.
 - (3) Large states gain additional seats in the Senate.
 - (4) Some states lose or gain members in the House of Representatives.
- 8 A major foreign policy success of President Thomas Jefferson's administration was the
- (1) purchase of the Louisiana Territory
 - (2) support for the Alien and Sedition Acts
 - (3) victory in the war of 1812
 - (4) passage of the Embargo Act
- 9 *Federalism* is a term used to define the division of power between the
- (1) president and the vice president
 - (2) Senate and the House of Representatives
 - (3) national and state levels of government
 - (4) three branches of the federal government
- 10 The major purpose of the Monroe Doctrine (1823) was to
- (1) create a military alliance for the defense of North America
 - (2) guarantee democratic governments in Latin America
 - (3) secure new colonies in the Caribbean
 - (4) limit European influence in the Western Hemisphere
- 11 In the Compromise of 1850 and the Kansas-Nebraska Act of 1854, popular sovereignty was proposed as a way to
- (1) allow northern states the power to ban slavery
 - (2) deny southern states the legal right to own slaves
 - (3) allow settlers in new territories to vote on the issue of slavery
 - (4) overturn previous Supreme Court decisions on slavery

Base your answers to questions 12 and 13 on the cartoon below and on your knowledge of social studies.

The "Strong" Government, 1869–1877

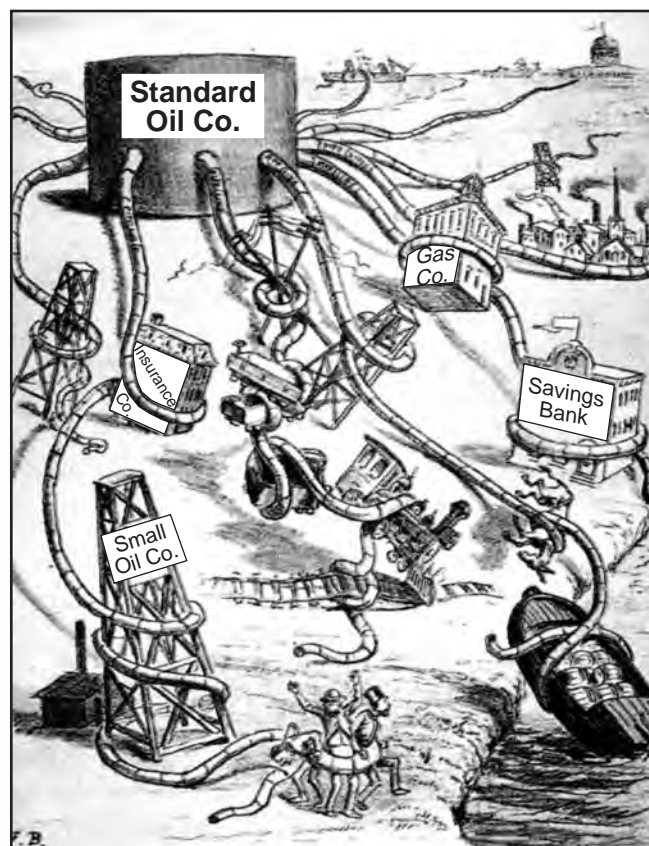


Source: J. A. Wales, *Puck*, May 12, 1880 (adapted)

- 12 What is the main idea of this cartoon from the Reconstruction Era?
- (1) Southern society was oppressed by Radical Republican policies.
 - (2) Military force was necessary to stop Southern secession.
 - (3) United States soldiers forced women in the South to work in factories.
 - (4) Sharecropping was an economic burden for women after the Civil War.
- 13 Which congressional action led to the Southern viewpoint expressed in this cartoon?
- (1) passage of the Homestead Act
 - (2) strengthening of the Fugitive Slave Laws
 - (3) military occupation of the former Confederate States
 - (4) ending the Freedmen's Bureau

- 14 In an effort to resolve conflicts with the frontier settlers in the 1870s, the federal government forced Native American Indians to
- (1) move west of the Mississippi River
 - (2) live on reservations with definite boundaries
 - (3) relocate to urban industrial centers
 - (4) help build the transcontinental railroad
- 15 After 1880, a major new source of labor for American factories was
- (1) western farmers who moved back to eastern cities
 - (2) young women who worked until they married
 - (3) formerly enslaved persons fleeing from the South
 - (4) immigrants from southern and eastern Europe
- 16 During the 19th century, the completion of the Erie Canal and the transcontinental railroads contributed to the industrial growth of the United States by
- (1) making the movement of goods easier and cheaper
 - (2) protecting the United States from low-priced foreign imports
 - (3) encouraging subsistence farming
 - (4) connecting the United States to markets in Mexico and Canada
- 17 During the late 1800s, the principles of Social Darwinism were used to justify
- (1) support for unlimited immigration
 - (2) desegregation of public facilities
 - (3) the use of strikes by organized labor
 - (4) the accumulation of great wealth by industrialists
- 18 What was the decision of the Supreme Court in *Plessy v. Ferguson* (1896)?
- (1) Black Codes were unconstitutional.
 - (2) The citizenship principle established in *Dred Scott v. Sanford* was repealed.
 - (3) The 15th amendment failed to guarantee the right to vote to all males.
 - (4) Racial segregation did not violate the equal protection provision of the 14th amendment.

Base your answers to questions 19 and 20 on the cartoon below and on your knowledge of social studies.



Source: Frank Beard, *The Judge*, July 19, 1884 (adapted)

- 19 Which type of business organization is being criticized in this cartoon?
- (1) monopoly
 - (2) multinational corporation
 - (3) partnership
 - (4) proprietorship
- 20 Which government policy would this cartoonist most likely support?
- (1) adopting antitrust laws
 - (2) easing regulations regarding mergers
 - (3) giving government subsidies to financial institutions
 - (4) encouraging large companies to relocate overseas

Base your answer to question 21 on the cartoon below and on your knowledge of social studies.

“A suggestion for the 53-cent dollar.”



Source: Mark Sullivan, *Our Times*, Vol. 1, *The Turn of the Century* (adapted)

21 This cartoon from the 1896 presidential election campaign attacked William Jennings Bryan’s proposal for

- (1) free coinage of silver
- (2) lower tariffs on farm goods
- (3) strengthening the gold standard
- (4) government regulation of the railroads

22 By proclaiming the Open Door policy in 1899, the United States was attempting to

- (1) keep Japan from attacking and colonizing China
- (2) increase trade between Russia and the United States
- (3) ensure equal trading opportunities in China
- (4) prevent European countries from colonizing the Western Hemisphere

Base your answer to question 23 on the speakers’ statements below and on your knowledge of social studies.

Speaker A: It is more important now to focus on vocational training and economic opportunities than on removing obstacles to social equality for African Americans.

Speaker B: The Constitution is color-blind and recognizes no superior class in this country. All citizens are equal before the law.

Speaker C: The American Negro [African American] must focus on the achievement of three goals: higher education, full political participation, and continued support for civil rights.

Speaker D: African Americans should return home to Africa to establish their own independent nation free from white control.

23 During the early 1900s, reform leaders tried to advance the goals of *Speaker C* by

- (1) supporting passage of Jim Crow laws
- (2) forming the Tuskegee Institute in Alabama
- (3) avoiding attempts to overturn racial segregation in the courts
- (4) creating the National Association for the Advancement of Colored People (NAACP)

24 The photographs of Jacob Riis are most closely associated with the

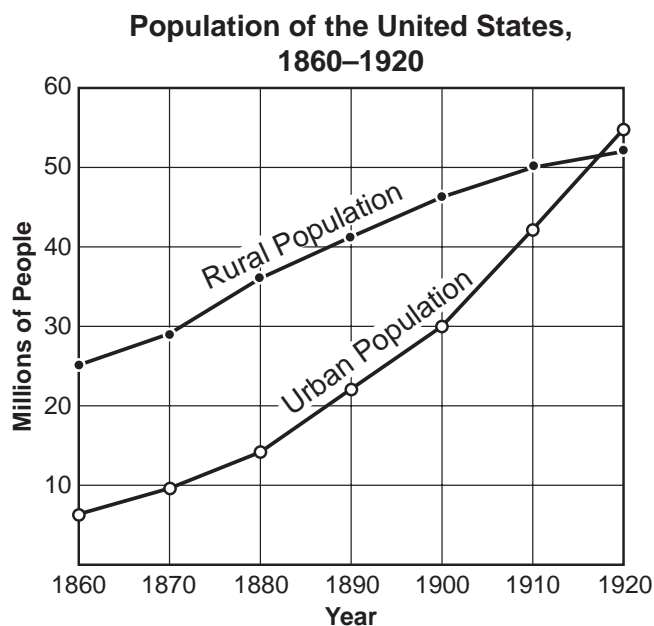
- (1) battlefields of the Civil War
- (2) living conditions of the urban poor
- (3) plight of sharecroppers in the South
- (4) victims of the Dust Bowl on the Great Plains

25 In the 1920s, both Langston Hughes and Duke Ellington made major contributions to

- (1) economic growth
- (2) educational reform
- (3) the creative arts
- (4) political leadership

- 26 President Theodore Roosevelt's Big Stick policy was used by the United States to
- (1) police the Western Hemisphere
 - (2) expand its colonial empire in Africa
 - (3) isolate itself from European conflicts
 - (4) settle a dispute between Russia and Japan
- 27 In the years before the United States entered World War I, President Woodrow Wilson violated his position of strict neutrality by
- (1) secretly sending troops to fight for the democratic nations
 - (2) openly encouraging Mexico to send troops to support the Allies
 - (3) supporting economic policies that favored the Allied nations
 - (4) using United States warships to attack German submarines
- 28 Which Progressive Era political reform allows voters to choose party candidates to run for elected public offices?
- (1) referendum
 - (2) recall
 - (3) initiative
 - (4) direct primary
- 29 In *Schenck v. United States* (1919), the Supreme Court upheld the right of government to protect national security during wartime by
- (1) nationalizing important industries that supported the war effort
 - (2) limiting speech that presented a clear and present danger to the nation
 - (3) suspending the writ of habeas corpus for illegal aliens
 - (4) expelling enemy aliens who had favored the Central Powers
- 30 The changing image of women during the 1920s was symbolized by the
- (1) passage of an equal pay act
 - (2) drafting of women into the army
 - (3) popularity of the flappers and their style of dress
 - (4) appointment of several women to President Calvin Coolidge's cabinet

Base your answer to question 31 on the graph below and on your knowledge of social studies.



- 31 Which statement about population distribution in the United States between 1860 and 1920 is best supported by the graph?
- (1) Rural population declined after 1910.
 - (2) Many Americans migrated from urban to rural areas.
 - (3) Immigration played a limited role in urban growth.
 - (4) The population of cities grew at a faster rate than that of rural areas.
-
- 32 The economic prosperity of the 1920s was mainly the result of the
- (1) adoption of lower tariff rates
 - (2) stricter enforcement of antitrust laws
 - (3) success of most United States farmers
 - (4) development of new industries for consumer goods

- 33 The Harlem Renaissance was important to American society because it
- (1) highlighted the cultural achievements of African Americans
 - (2) isolated African Americans from mainstream society
 - (3) provided new political opportunities for African Americans
 - (4) brought an end to racial segregation in the North
- 34 The New Deal programs of President Franklin D. Roosevelt changed the United States economy by
- (1) restoring the principle of a balanced budget
 - (2) expanding the trustbusting practices of Progressive Era presidents
 - (3) encouraging greater production of agricultural goods
 - (4) increasing government involvement with both business and labor
- 35 Which statement most accurately describes the foreign policy change made by the United States between the start of World War II (1939) and the attack on Pearl Harbor (1941)?
- (1) The traditional isolationism of the United States was strengthened.
 - (2) The nation shifted from neutrality to military support for the Allies.
 - (3) War was declared on Germany but not on Japan.
 - (4) Financial aid was offered to both the Allied and Axis powers.
- 36 In 1948, President Harry Truman showed his support for civil rights by issuing an executive order to
- (1) end the immigration quota system
 - (2) assure equal status for women in military service
 - (3) ban racial segregation in the military
 - (4) guarantee jobs for Native American Indians

Base your answer to question 37 on the poster below and on your knowledge social studies.



Source: Alfred T. Palmer, *Office of War Information*, 1943

- 37 During World War II, posters like this were used to
- (1) prevent antiwar protests
 - (2) recruit more women workers
 - (3) convince women to enlist in the military services
 - (4) gain acceptance for wartime rationing programs

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



Source: Bailey and Kennedy, *The American Pageant*, 9th edition, D.C. Heath and Co.

38 This photograph shows the post-World War II growth that was typical of

- (1) tourist resorts
- (2) suburban communities
- (3) inner cities
- (4) public housing projects

39 The United States began a trade embargo against Cuba in the 1960s to

- (1) encourage political change in Cuba
- (2) promote domestic industries in Cuba
- (3) motivate Cubans to immigrate to the United States
- (4) end the domination of the banana industry by Cuba

40 One goal of President Lyndon Johnson's Great Society was to

- (1) improve the quality of life for the poor
- (2) privatize many government programs
- (3) send additional troops to Vietnam
- (4) reduce the number of nuclear weapons

41 The Civil Rights Act of 1964 was intended to end

- (1) loyalty oaths for federal employees
- (2) affirmative action programs in education
- (3) unfair treatment of the elderly
- (4) discrimination based on race or sex

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

You have the right to remain silent. Anything you say can and will be used against you in a court of law. You have the right to speak to an attorney, and to have an attorney present during any questioning. If you cannot afford a lawyer, one will be provided for you at government expense.

— www.usconstitution.net

42 The requirements included in this passage are part of the Supreme Court's effort to protect the rights of

- (1) individuals accused of crimes
- (2) students from unreasonable searches
- (3) defendants from double jeopardy
- (4) criminals from cruel and unusual punishment

43 This passage resulted from which Supreme Court decision?

- (1) *Mapp v. Ohio* (1961)
- (2) *Gideon v. Wainwright* (1963)
- (3) *Miranda v. Arizona* (1966)
- (4) *Tinker v. Des Moines* (1969)

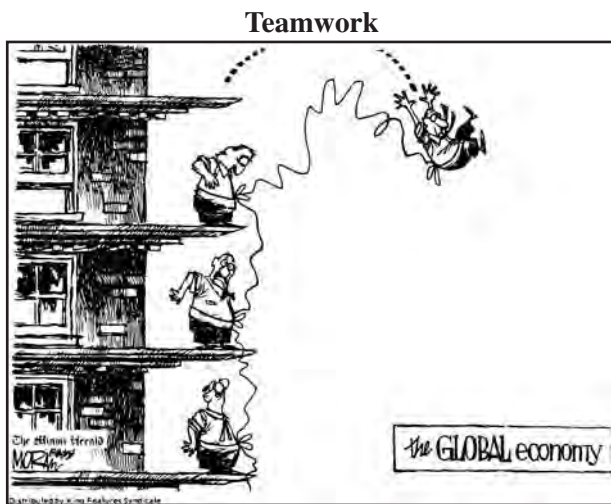
44 • Announcement of Eisenhower Doctrine (1957)

- Operation Desert Storm (1991)
- Operation Iraqi Freedom (2003 – present)

These events involve attempts by the United States to

- (1) protect human rights in Europe
- (2) protect its interests in the Middle East
- (3) deliver humanitarian aid to Africa
- (4) contain the spread of communism in Asia

Base your answer to question 45 on the cartoon below and on your knowledge of social studies.



Source: Jim Morin, *The Miami Herald*,
King Features Syndicate, 1989

- 45 What is the main idea of this cartoon?
- (1) The global economy is on the verge of collapse.
 - (2) Rich nations should help poor nations improve their economic conditions.
 - (3) One nation's economic problems affect many other nations.
 - (4) Each nation controls its own economic destiny.
-
- 46 During the 1990s, an increase in Mexican immigration to the United States was caused by the immigrants' desire for
- (1) greater political freedom
 - (2) bilingual education
 - (3) better economic opportunities
 - (4) religious freedom
-

- 47 A major goal of the women's movement over the past twenty years has been to gain
- (1) full property rights
 - (2) the right to vote
 - (3) equal economic opportunity
 - (4) better access to Social Security
- 48 A similarity between the Bank of the United States, created in 1791, and the present-day Federal Reserve System is that both were established to
- (1) set tariff rates
 - (2) regulate the money supply
 - (3) achieve balanced budgets
 - (4) restrict the gold supply
- 49 The Supreme Court decisions in *Gibbons v. Ogden* and *Northern Securities Co. v. United States* were based on the federal government's power to
- (1) issue patents
 - (2) control the stock market
 - (3) regulate interstate commerce
 - (4) encourage technological development
- 50 One similarity shared by President Andrew Johnson and President Bill Clinton is that both
- (1) served only one term as president
 - (2) were impeached but not convicted
 - (3) had no vice president
 - (4) came to office after the death of a president
-

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 this general definition in mind:

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

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: Migration of Peoples

Throughout our nation’s history, important migrations or movements of people within the United States have occurred. These migrations have had a significant impact on both the people who moved and on American society.

Task:

Identify ***two*** migrations or movements of people within the United States and for ***each***

- Discuss the historical circumstances that led to the migration of these people
- Discuss the impact of the migration on the people who moved ***and/or*** on American society

You may use any important migration or movement of people from your study of United States history. Some suggestions you might wish to consider include the forced migration of Native American Indians (1800–1880), the westward movement (1840–1890), the migration of African Americans from the South to cities in the North (1900–1929), the Puerto Rican migration to the North after World War II (1945–1960), the westward migration from the Dust Bowl (1930s), suburbanization (1945–present), and the migration to the Sun Belt (1950–present).

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

Historical Context:

Following World War II, the United States and the Soviet Union emerged as rival superpowers. This rivalry led to a period known as the Cold War. During the first fifteen years of the Cold War (1945–1960), the threat of communism presented many different challenges to the United States.

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 how the threat of communism during the Cold War affected the United States in the period from 1945 to 1960

Part A

Short-Answer Questions

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

Document 1

Step on it, Doc!



Source: Justus, *Minneapolis Star*, 1947 (adapted)

1 According to this cartoon, why was Congress rushing to the aid of Western Europe? [1]

Score

Document 2a

This excerpt is from a telegram sent to the Soviet Ambassador to the United States from the Acting Secretary of State in September 1948. A copy of this telegram was sent to President Harry Truman on September 27, 1948.

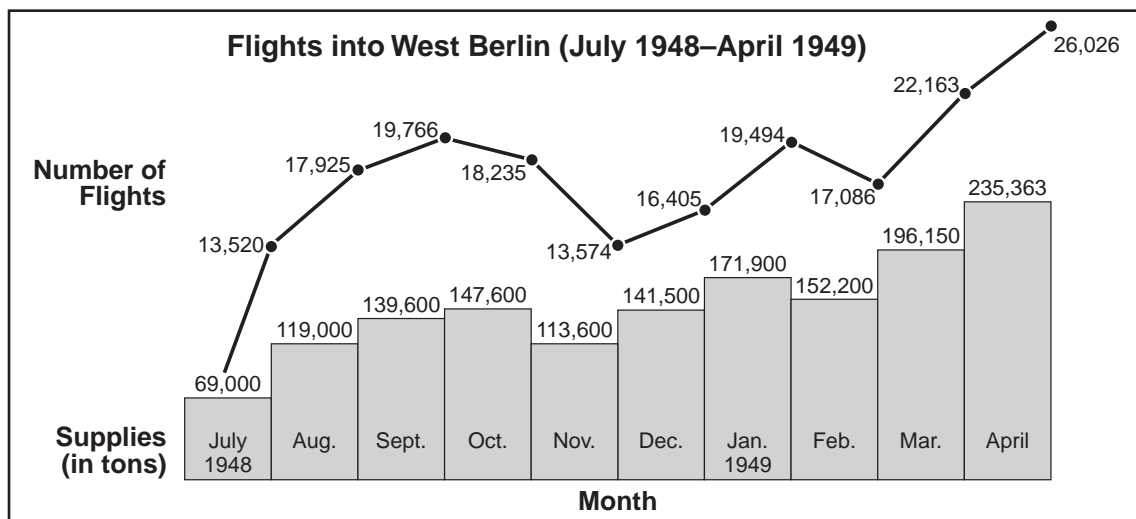
1. The Governments of the United States, France and the United Kingdom, conscious of their obligations under the charter of the United Nations to settle disputes by peaceful means, took the initiative on July 30, 1948, in approaching the Soviet Government for informal discussions in Moscow in order to explore every possibility of adjusting a dangerous situation which had arisen by reason of measures taken by the Soviet Government directly challenging the rights of the other occupying powers in Berlin. These measures, persistently pursued, amounted to a blockade of land and water transport and communication between the Western Zones of Germany and Berlin which not only endangered the maintenance of the forces of occupation of the United States, France and the United Kingdom in that city but also jeopardized the discharge by those governments of their duties as occupying powers through the threat of starvation, disease and economic ruin for the population of Berlin. . . .

Source: Telegram from United States Department of State to President Truman, September 27, 1948

2a According to this passage, what action taken by the Soviet Union created tensions between the Soviet government and the governments of the United States and its Allies? [1]

Score

Document 2b



Source: Eric Morris, *Blockade*, Stein & Day (adapted)

2b According to this graph, what action was taken by the United States and its Allies in response to the events described in Document 2a? [1]

Score

Document 3

. . . NATO was simply a necessity. The developing situation with the Soviet Union demanded the participation of the United States in the defense of Western Europe. Any other solution would have opened the area to Soviet domination, contrary to the interests of the United States and contrary to any decent world order. At the time of the signing of the pact, April 4, 1949, I do not believe that anyone envisaged [imagined] the kind of military setup that NATO evolved into and from which de Gaulle withdrew French forces in 1966. It [NATO] was, rather, regarded as a traditional military alliance of like-minded countries. It was not regarded as a panacea [cure] for the problems besetting [affecting] Europe, but only as an elementary precaution against Communist aggression. . . .

Source: Charles E. Bohlen, *Witness to History, 1929–1969*, W. W. Norton & Company, 1973

3 According to this document, why was the North Atlantic Treaty Organization (NATO) necessary? [1]

Score

Document 4

Initial newspaper stories concerning Senator McCarthy's speech in Wheeling, West Virginia, reported that the Senator said he knew of 205 communists in the State Department. Senator McCarthy later told the Senate he had used the number 57 in Wheeling. He placed this account of his Wheeling speech in the *Congressional Record*.

... This, ladies and gentlemen, gives you somewhat of a picture of the type of individuals who have been helping to shape our foreign policy. In my opinion the State Department, which is one of the most important government departments, is thoroughly infested with Communists.

I have in my hand 57 cases of individuals who would appear to be either card carrying members or certainly loyal to the Communist Party, but who nevertheless are still helping to shape our foreign policy.

One thing to remember in discussing the Communists in our government is that we are not dealing with spies who get 30 pieces of silver to steal the blueprints of a new weapon. We are dealing with a far more sinister type of activity because it permits the enemy to guide and shape our policy. . . .

Source: Senator Joseph R. McCarthy, Speech, February 9, 1950, Wheeling, West Virginia, in *Congressional Record*, 81st Congress, 2nd Session

- 4 According to this document, what did Senator McCarthy suggest about communist influence in the United States government? [1]

Score

Document 5

. . . The attack upon Korea makes it plain beyond all doubt that Communism has passed beyond the use of subversion to conquer independent nations and will now use armed invasion and war. It has defied the orders of the Security Council of the United Nations issued to preserve international peace and security. In these circumstances the occupation of Formosa [Taiwan] by Communist forces would be a direct threat to the security of the Pacific area and to United States forces performing their lawful and necessary functions in that area.

Accordingly I have ordered the Seventh Fleet to prevent any attack on Formosa. As a corollary of this action I am calling upon the Chinese Government on Formosa to cease all air and sea operations against the mainland. The Seventh Fleet will see that this is done. The determination of the future status of Formosa must await the restoration of security in the Pacific, a peace settlement with Japan, or consideration by the United Nations. . . .

— President Harry Truman, Press Release, June 27, 1950

5a Based on this document, state **one** reason given by President Truman to justify his concern about communism. [1]

Score

b According to this document, state **one** action President Truman took after the attack on Korea. [1]

Score

Document 6a

. . . Our unity as a nation is sustained by free communication of thought and by easy transportation of people and goods. The ceaseless flow of information throughout the Republic is matched by individual and commercial movement over a vast system of inter-connected highways criss-crossing the Country and joining at our national borders with friendly neighbors to the north and south. . . .

Source: President Dwight D. Eisenhower, message to Congress, February 22, 1955

Document 6b

. . . In case of an atomic attack on our key cities, the road net must permit quick evacuation of target areas, mobilization of defense forces and maintenance of every essential economic function. But the present system in critical areas would be the breeder [cause] of a deadly congestion within hours of an attack. . . .

Source: President Dwight D. Eisenhower, message to Congress, February 22, 1955 (adapted)

- 6 Based on these documents, state **two** reasons President Eisenhower believed that the Interstate Highway System was important to national defense. [2]

(1) _____

Score

(2) _____

Score

Document 7

. . . When the air-raid siren sounded, our teachers stopped talking and led us to the school basement. There the gym teachers lined us up against the cement walls and steel lockers, and showed us how to lean in and fold our arms over our heads. Our small school ran from kindergarten through twelfth grade. We had air-raid drills in small batches, four or five grades together, because there was no room for us all against the walls. The teachers had to stand in the middle of the basement rooms: those bright Pittsburgh women who taught Latin, science, and art, and those educated, beautifully mannered European women who taught French, history, and German, who had landed in Pittsburgh at the end of their respective flights from Hitler, and who had baffled us by their common insistence on tidiness, above all, in our written work.

The teachers stood in the middle of the room, not talking to each other. We tucked against the walls and lockers: dozens of clean girls wearing green jumpers, green knee socks, and pink-soled white bucks. We folded our skinny arms over our heads, and raised to the enemy a clatter of gold scarab bracelets and gold bangle bracelets. . . .

Source: Annie Dillard, *An American Childhood*, Harper & Row

7 According to this document, state **one** way schools were affected by the threat of communism. [1]

Score

Document 8

... Our safety, and that of the free world, demand, of course, effective systems for gathering information about the military capabilities of other powerful nations, especially those that make a fetish [obsessive habit] of secrecy. This involves many techniques and methods. In these times of vast military machines and nuclear-tipped missiles, the ferreting [finding] out of this information is indispensable to free world security.

This has long been one of my most serious preoccupations. It is part of my grave responsibility, within the over-all problem of protecting the American people, to guard ourselves and our allies against surprise attack.

During the period leading up to World War II we learned from bitter experience the imperative [absolute] necessity of a continuous gathering of intelligence information, the maintenance of military communications and contact, and alertness of command.

An additional word seems appropriate about this matter of communications and command. While the Secretary of Defense and I were in Paris, we were, of course, away from our normal command posts. He recommended that under the circumstances we test the continuing readiness of our military communications. I personally approved. Such tests are valuable and will be frequently repeated in the future.

Moreover, as President, charged by the Constitution with the conduct of America's foreign relations, and as Commander-in-Chief, charged with the direction of the operations and activities of our Armed Forces and their supporting services, I take full responsibility for approving all the various programs undertaken by our government to secure and evaluate military intelligence.

It was in the prosecution [carrying out] of one of these intelligence programs that the widely publicized U-2 incident occurred.

Aerial photography has been one of many methods we have used to keep ourselves and the free world abreast of major Soviet military developments. The usefulness of this work has been well established through four years of effort. The Soviets were well aware of it. Chairman Khrushchev has stated that he became aware of these flights several years ago. Only last week, in his Paris press conference, Chairman Khrushchev confirmed that he knew of these flights when he visited the United States last September. ...

Source: President Dwight D. Eisenhower, Address, May 25, 1960,
Public Papers of the Presidents of the United States: Dwight D. Eisenhower 1960–1961

- 8 Based on this document, state **two** reasons given by President Eisenhower for gathering information about the Soviet military. [2]

(1) _____

Score

(2) _____

Score

Part B

Essay

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

Historical Context:

Following World War II, the United States and the Soviet Union emerged as rival superpowers. This rivalry led to a period known as the Cold War. During the first fifteen years of the Cold War (1945–1960), the threat of communism presented many different challenges to the United States.

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

- Discuss how the threat of communism during the Cold War affected the United States in the period from 1945 to 1960

Guidelines

In your essay, be sure to

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

Tear Here

Tear Here

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY
AND GOVERNMENT

Wednesday, August 16, 2006 — 12:30 to 3:30 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..... |
| 13..... | 38..... |
| 14..... | 39..... |
| 15..... | 40..... |
| 16..... | 41..... |
| 17..... | 42..... |
| 18..... | 43..... |
| 19..... | 44..... |
| 20..... | 45..... |
| 21..... | 46..... |
| 22..... | 47..... |
| 23..... | 48..... |
| 24..... | 49..... |
| 25..... | 50..... |

No.
Right

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

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

Signature

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Wednesday, August 16, 2006 — 12:30 to 3:30 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

August 16, 2006

Part I

1...2...	26...1...
2...4...	27...3...
3...3...	28...4...
4...3...	29...2...
5...2...	30...3...
6...2...	31...4...
7...4...	32...4...
8...1...	33...1...
9...3...	34...4...
10...4...	35...2...
11...3...	36...3...
12...1...	37...2...
13...3...	38...2...
14...2...	39...1...
15...4...	40...1...
16...1...	41...4...
17...4...	42...1...
18...4...	43...3...
19...1...	44...2...
20...1...	45...3...
21...1...	46...3...
22...3...	47...3...
23...4...	48...2...
24...2...	49...3...
25...3...	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—August 2006

Theme: Migration of Peoples

Throughout our nation's history, important migrations or movements of people within the United States have occurred. These migrations have had a significant impact on both the people who moved and on American society.

Task: Identify *two* migrations or movements of people within the United States and for *each*

- Discuss the historical circumstances that led to the migration of these people
- Discuss the impact of the migration on the people who moved *and/or* on American society

You may use any important migration or movement of people from your study of United States history. Some suggestions you might wish to consider include the forced migration of Native American Indians (1800–1880), the westward movement (1840–1890), the migration of African Americans from the South to cities in the North (1900–1929), the Puerto Rican migration to the North after World War II (1945–1960), the westward migration from the Dust Bowl (1930s), suburbanization (1945–present), and the migration to the Sun Belt (1950–present).

Scoring Notes:

1. This thematic essay has a minimum of *four* components (the historical circumstances of *two* migrations or movements of people within the United States **and** the impact of these *two* migrations or movements on the people and/or on American society)
2. The response may discuss the impact of the migration on the people who moved *or* discuss the impact of the migration on American society, *or* the response may discuss the impact on *both* the people and American society.
3. The topic of the essay must be a migration or movement of people *within* the United States. Responses that focus on immigration *to* the United States should not receive credit. However, a response may discuss the movement of an immigrant group *within* the United States *after* the groups' arrival in the United States, e.g., the movement of German immigrants to farms in the Midwest *or* the movement of Polish immigrants to cities along the Great Lakes, such as Buffalo and Chicago.

Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by identifying *two* migrations or movements of people within the United States, discussing the historical circumstances that led to those migrations and the impact on the people who moved and/or American society
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., *westward movement*: the government encouraged migration through legislation such as the Homestead Act and through land grants to the railroads; the greater numbers of whites in the West greatly increased the tensions with Native American Indians; the influx of whites into western territories heightened the issue of slavery in the territories; *migration of African Americans to the North*: the continued discrimination and lack of economic opportunity in the South motivated many African Americans to move North where there were factory jobs, especially during World War I; the presence of more African Americans in northern cities contributed to increasing racial tensions
- Richly supports the theme with relevant facts, examples, and details, e.g., *westward movement*: Indian wars; cattle kingdoms; lure of gold and silver mines; building of transcontinental railroads; *migration of African Americans to the North*: Harlem Renaissance; Langston Hughes; growth of Northern industry; growth of labor unions
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing both aspects of the task for one migration more thoroughly than for the other migration *or* by developing one aspect of the task for two migrations more thoroughly than the other aspect of the task
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., *forced migration of Native American Indians*: Americans began to think that minorities were subordinate; life on the reservation was much harsher for the Native American Indians because of corruption in the Bureau of Indian Affairs; *westward migration from the Dust Bowl*: due to bad conditions and great wind, the top soil on the land got blown away; migration caused tension between the people of California and the Okies because jobs were scarce for both groups)
- Supports the theme with relevant facts, examples, and details, e.g., *forced migration of Native American Indians*: Andrew Jackson; *Worcester v. Georgia*; Trail of Tears; reservations; *westward migration from the Dust Bowl*: migrant farm workers; *The Grapes of Wrath*; Great Depression
- 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)
- 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 two** aspects of the task have been thoroughly developed evenly and in depth and if 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
- 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 such as stating some information for both aspects of the task for one migration of people or stating some information for one aspect of the task for two migrations of people within the United States
- 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

As a dynamic and ever changing society, America has gone through many phases in its development when groups of people migrated within the United States. Historical circumstances, including technology advancements, popular beliefs of the time period, the influence of government, and the continuing development of American culture have all contributed toward sparking these migrations. Two migrations, the Westward Expansion of the 1800s and the ^{category of Japanese descent in the} Great Migration of the early 1900s, ^{great migrations of the 1900s} were two such major movements. These migrations had impacts on both the groups who moved and American society.

Westward expansion, a migration from Eastern cities to the Great Plains, was an important historical event which shaped United States American culture. Following the Civil War, the United States experienced a great economic boom in its cities on the Eastern Seaboard. Accompanying this ~~was~~ were great advancements in the field of technology, including the production of the steel plow, windmill, and barbed wire, electricity, and machines. During this economic boom, the cities were becoming becoming crowded, as the East coast was a popular destination for many European immigrants.

Families making appropriate wages saw fit to leave the cities to begin a new life in the West. They were encouraged by government land give-aways, including the ~~200~~ over 200 acres provided in the Homestead Act of 1862, and the fact that the Great Plains were now made viable by the advancements in technology. The government and society itself pushed them, as many believed in Manifest Destiny, that the United States would eventually expand westward. These factors all summed up led to ~~the~~ the great migration.

Western Expansion impacted American society on several levels. Big Business began to expand rapidly as such monopolies as the railroad companies used advertisements to lure people to the frontier. As people began to settle, they fueled not only the economic well-being of the railroads and the crop and animal processing factories, but the expansion of the Eastern cities. Big Business thrived in the East as raw materials flooded the market. People in the cities began to have a better quality of life, as food became more readily available as well as other products. However, the settlers soon began to feel unrest at their treatment by the railroads. This caused the birth of the Granger and Populist movements, among

the first "unions" for the common laborer. ~~These~~ The leaders of these movements reformed the government itself by being the first the lobby politicians, a select them for change in the laws, and cause the creation of many new laws ~~supposed~~ designed to crack down on big business. These people were the first progressives. Thus, the Urban and Expansion had multiple effects on society.

Another movement which affected the face of American society was the Great Migration, the ^{Northward} movement of African Americans. Many conditions of the Post-reconstruction South contributed towards African Americans' desire to go Northward. Economic hardship faced by Blacks were ~~great~~ many, including the system of sharecropping (in which farmers would give a share of their crop to the landowner). Many Blacks were barred from attaining any well-paying jobs. ~~Racist~~ Society attitudes toward Blacks were harsh as well. The "Jim Crow" laws were put into place enforcing segregation, or separation of black and white facilities. Daily, African Americans dealt with discrimination and were even denied basic human dignity by whites. In addition, the Ku Klux Klan (KKK) ~~was~~ a white supremacist organization, carried out lynchings and missions of terror. All of these factors made Blacks feel that they had to migrate, as they could not succeed in life.

The Great Migration had numerous effects on American society. With the movement to Northern cities, the population in urban areas surged. Blacks began to seek jobs in the factories, but these were lower-paying than the jobs of whites. Coupled with ~~the~~ ^{steadfast} beliefs in discrimination, race tensions began to soar to new heights. In certain regions, race riots erupted and violence occurred. Despite ~~discrimination~~ ^{discrimination}, Blacks continued to have increased opportunities. More African Americans were receiving at least a secondary education and some even attended college. Those who were educated became the artists and writers of the Harlem Renaissance. This time period saw the first wide-spread interest in the music, poetry, writings and paintings of the Black community. Famous writers such as Langston Hughes and musicians as Duke Ellington were popular. The growth of Black culture began to spur some respect for the Black community, which later encouraged the Civil Rights movement of the 1960s. Indeed, the Great Migration had great impact.

America's society was shaped and developed by the developments, both ~~direct~~ ^{direct} and indirect, which were born of the migration of the American people. Certain historical factors brought about such migrations as Westward Expansion and the Great Migration. These migrations in turn ^{continue} ~~continue~~ to influence the face of ever changing American culture.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances and the impact of the westward movement (after the Civil War) and the migration of African Americans from the South to cities in the North (1900-1929)
- Is more analytical than descriptive (*westward movement*: encouraged by government land giveaways; Great Plains were now made arable by the advancements in technology; such monopolies as the railroad companies used advertisements to lure people to the frontier; however, the settlers soon began to feel unrest at their treatment by the railroads; this caused the birth of the Granger and Populist movements; these people were the first Progressives; *migration of African Americans*: many conditions of the post-Reconstruction South contributed towards African Americans' desire to go Northward; African Americans dealt with discrimination and were even denied basic human dignity by whites; blacks began to seek jobs in the factories, but these were lower paying than the jobs of whites; coupled with steadfast beliefs in discrimination, race tensions began to soar to new heights; growth of black culture, Harlem Renaissance, began to spur some respect for the black community, which later encouraged the civil rights movement of the 1960s)
- Richly supports the theme with relevant facts, examples, and details (*westward movement*: steel plow, windmill, barbed wire; Homestead Act of 1862; Manifest Destiny; big business; *migration of African Americans*: sharecropping; Jim Crow laws; KKK, lynchings and missions of terror; race riots; many African Americans were receiving at least a secondary education and some even attended college; Langston Hughes and Duke Ellington); contains some minor inaccuracies (*westward movement*: development of electricity; over 200 acres provided in the Homestead Act)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Despite the minor factual errors, this response best fits the criteria for Level 5. The numerous analytical statements are supported by large amounts of detailed information. The cause-and-effect analysis is extensive. Both the introduction and the conclusion are far beyond a restatement of the theme.

Migrations of various people within the United States have had an enormous impact on American history and society. Westward movement from 1840 to 1890 was one of the largest and most significant migrations in American history, for it transformed the U.S. into a country that spanned ^{across} an entire continent and touched the two largest oceans in the world. Another important migration occurred from 1900 to 1929 in which thousands of blacks moved to the North, which forever impacted Northern cities, culture, and economy. These two migrations had a tremendous influence on America at the time that continues to this day.

From the very beginning of American history, even during the British colonial period, Americans have always wanted to move West. At first, the West was still east of the Mississippi, but when the colonies became independent, the U.S. spanned from the Atlantic to the Mississippi. A new West was made, for the Great Plains, Rocky Mountains, and the Pacific Coast became even closer after American independence. Of course, the French owned the Louisiana Territory, which kept Americans caged in east of the Mississippi. Then, in 1803, the U.S. purchased Louisiana from the French and soon America now contained the

Great Plains and the foothills of the Rockies. For almost 30 years, very few people settled or explored this region, save for a few mountain men and adventurers. By 1840, however, word grew that there was promise in the lands to the West, especially in a territory called Oregon, which laid on the Pacific Coast. As settlers poured into the region, the U.S. acquired the Oregon territory. When added to the Texas annexation in the 1840's and the Mexican Cession in the 1850's, which consisted of California and much of the southwest, the United States half way through the 19th century stretched from the Atlantic to Pacific, north to the Great Lakes and south to the Rio Grande. From that point until the 1890's, Americans moved westward in search of hopes and dreams. At first, many went to Oregon for the farmland or California in search of gold. Then, after the transcontinental railroad was built in the 1860's, many more settlers poured into the West. Some mined for minerals in the Rockies, some settled down and farmed on the Great Plains. By 1890, Americans had finally conquered the West and had firm control over it. The effects of the conquering of the West had a titanic impact on American society. Many saw the West as the last hope

for those with nothing left. Thousands of Americans, and even immigrants, got a fresh start in the West and many reached success. The American economy grew, for ~~by~~ more than doubling in size the country now contained plentiful resources that allowed American manufacturing to boom in the late 1840's and early 1900's. This business boom transformed America into a world power and changed American society forever. The West ~~also~~ also, between the 1840's and 1860's, reopened the slavery issue in America, and when states were carved out the West, it ignited the free-state versus slave-state debate that helped cause the Civil War. Western expansion forever changed America, for it gave fresh starts to many, tore the country apart, then helped turn it into one the most powerful nations in the world.

Like the westward expansion, the black migration of the early 20th century transformed the shape of the U.S. This migration started mainly due to the boom of manufacturing and other businesses in the North. Most blacks in the South after the Civil War were poor sharecroppers who had to deal with constant racism and the Jim Crow Laws, which segregated blacks and whites. As the North boomed with business, many blacks saw it as their hope for

economic and social improvement. Blacks began to flow from the South, especially during World War I, when many positions were left open by the men who left to fight overseas. The migration continued into the Roaring '20's as the economy boomed. Most of the migration stopped during the Great Depression, for there was not even work in the prosperous North during that time.

Northern society was forever changed after this black migration. Cities swelled in size from big to huge to accommodate all the migrants. Inner cities grew and they became the major living areas for blacks. These black communities, like Harlem in New York City, became vibrant with African American culture and soon it spread across much of the North especially after the Harlem Renaissance, which was a flowering of black art and writing after WWI. On the negative side, however, the influx of blacks created competition for jobs and caused bitter resentment among whites against blacks. Riots occurred in the 1920's. Racism grew and northern cities often became hotbeds of racial violence, especially during the Civil Rights Movement of the 1960's. This simple migration of one group of people in search of prosperity and social improvement greatly impacted American society.

The effects of westward expansion and black migration to the North have shaped America's society in many ways. Both started out as migrants looking for a shot at economic improvement, but they became so much more. These migrations changed the face of American society and continue to do so to this day.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances and the impact of the westward movement (1840-1890) and the migration of African Americans from the South to cities in the North (1900-1929)
- Is more analytical than descriptive (*westward movement*: the French owned the Louisiana Territory, which kept Americans caged in east of the Mississippi; many went to Oregon for the farmland or California in search of gold; after the transcontinental railroad was built in the 1860s, many more settlers poured into the West; many saw the West as the last hope for those with nothing left; business boom of the late 1800s and early 1900s transformed America into a world power and changed American society forever; between 1840s and 1860s, reopened the slavery issue in America; ignited the free-state versus slave-state debate that helped cause the Civil War; gave fresh start to many; *migration of African Americans*: as the North boomed with business, many blacks saw it as their hope for economic and social improvement; blacks began to flow from the South, especially during World War I, when many positions were left open by the men who left to fight overseas; these black communities like Harlem in New York City became vibrant with African-American culture and soon it spread across much of the North, especially after the Harlem Renaissance, which was a flowering of black art and writing after World War I; racism grew and northern cities often became hotbeds of racial violence, especially during the civil rights movement of the 1960s)
- Richly supports the theme with relevant facts, examples, and details (*westward movement*: at first, the West was still east of the Mississippi; Great Plains, Rocky Mountains, Pacific Coast; in 1803, the United States purchased Louisiana from the French; mountain men and adventurers; Texas annexation and the Mexican Cession; *migration of African Americans*: sharecroppers; racism; Jim Crow laws; segregated; World War I; Roaring '20s; Great Depression; inner cities)
- 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 migrations are thoroughly developed with much analysis and detailed information. The response clearly demonstrates a thorough understanding of the historical circumstances and the impact of migrations on people and on American society.

The present state of the United States, culturally, politically and economically, is due in large part to the numerous migrations of peoples in its past. Much of what, after regionalizing, defines the country can be traced back to these migrations. Perhaps the two best-known are the Western Expansion during the mid to late 1800's and the Suburbanization of the second half of the twentieth century. Both examples have been vital in the shaping of the United States.

The move West, through the plains to California, was like a rush. Initially, the country's border was at the Mississippi River, but as the population grew and industry expanded, this Eastern space seemed to shrink smaller and smaller. Settlers wanted their own land, the promise they had come for. And land was fast running short. So the people began to push slowly westward, building farms and then communities. As industry and transport later improved, the movement sped up. Railroads sprang up in the west and provided jobs, which drew more people. Mining industries drew a large percent of the population and the dream of one's own plot of land. Even gold rushes planted the seed of rapid wealth. The people consumed the entire country with ever-increasing voracity.

Decades later, in the 1940s, another kind of migration began. The traditional American city-life, bustling and vibrant centers of commerce and culture, fell into quick disrepair as people moved en masse into the outskirts of town. A major component of this was the growing power of the minority populations of the cities. As schools became integrated, the white well-to-do families fled. A generalization though this may be, this sort of "black fear" played a key role. The rapidly improving automobile also added to this push out of the cities. Public

transport and private vehicles made it possible to live in the suburbs, as the outlying city areas came to be called, and still work in the cities. However, only those that could afford a car of their own or daily public transport fare could live in these new areas. Thus the populations began to separate.

The impacts of Western Expansion ^{were} varied and immense. As settlers moved in, they disrupted and displaced the Native Americans who lived there. The killing of the buffalo and the massacres of whole tribes characterized this time period. Lion, reservations were constructed and the many unique groups of people crushed forever. The fairs of the Great Plains appeared at this time and the whole American West person created: Wild West, cowboy, rancher, etc. This is a period that has influenced the style of living and traditions and values of the American population today.

Suburbanization created the desperate situation common to many Americans today: the severe depression of metropolitan areas. Inner-city life and poor city centers with the correlation of bad public education became a staple of American life. The suburbs, rich and traditionally white, became the place to live: the American dream represented in the commercials and advertisements of the 1950s. Continuing today, the money and intellect has separated itself in the suburbs... leaving the cities in a general state of bankruptcy.

Mass migrations such as these have been the basis for the traditions and way of life American people take part in today. The values and dreams and problems of today take root in the migrations of the past.

Anchor Level 4-A

The response:

- Develops all aspects of the task by discussing the historical circumstances and the impact of the westward movement and suburbanization
- Is both descriptive and analytical (*westward movement*: the move West, through the plains to California, was like a rush; gold rushes planted the seed of rapid wealth; as settlers moved in, they disrupted and displaced the Native Americans who lived there; *suburbanization*: as schools [in cities] became integrated, the white well-to-do families fled; this sort of “black fear” played a key role; public transport and private vehicles made it possible to live in the suburbs; thus the populations began to separate; suburbanization created the desperate situation common to many Americans today, the severe depression of metropolitan areas; inner-city life and poor city centers with the connotation of bad public education became a staple of American life; the suburbs, rich and traditionally white, became the place to live)
- Supports the theme with relevant facts, examples, and details (*westward movement*: initially the country’s border was at the Mississippi River; railroads sprang up and provided jobs; killing of the buffalo and the massacres of whole tribes; reservations constructed; the farms of the Great Plains; cowboys; ranches; *suburbanization*: traditional American city-life, bustling and vibrant centers of commerce and culture; leaving cities in a general state of bankruptcy)
- 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. This response discusses the first aspect of the task for both migrations and then discusses the impact of these migrations. Analytical statements are made, but they are not as well developed as in a Level 5 response.

The migration of people ~~from place to place~~ from place to place has been a prominent factor in the way America is made up. Migration has been the cause of many significant turning points of American history. The westward migration of the Dust Bowl, and the migration of Southern blacks to Northern Cities ~~that~~ are two periods that brought about change. Migration from the Dust Bowl resulted from the Great Depression's problems and the inability for farmers to produce crops on dry lands. The great migration of Blacks to Northern Cities was a result of the Industrial Revolution and the strides that were being made for African Americans in the workplace.

The Migration of the 1930's due to the Dustbowl, consisted of families who had depended on their land to produce crops and an income. The land in the 1930's turned dry and arid, causing farmers to get put out of business. Having no money, families packed up and made long trips west, ~~to~~ mainly California. This migration is depicted in John Steinbeck's novel, The Grapes of Wrath. The migrants

found getting work to be impossible. There were problems from the Great Depression, and businesses and money-circulation was still unstable. There weren't enough jobs for both the natives (i.e. Californians) and the newly migrated peoples. The migrants lived poorly, often in "hoovervilles," which were sporadic places of trucks and tents where people, with no homes or money, lived. "Hoovervilles" were named after President Hoover, because of his poor policies and bad choices^{he made} as president. Many blamed Hoover for causing the Depression to get so bad, and ~~causing~~ causing people to be jobless living in tents (Hoovervilles). As a result of this migration, many people starved, ~~were~~ had to resort to stealing for food and money, and grew ~~more and more~~ angry. Migrants were seen as beasts, who stole and killed, to the native people, while in reality they were trying to get by.

The migration of African Americans to the Northern Cities, from the South was due to the new opportunities that industry offered. World War I created open jobs for the war effort, that

African Americans could take advantage of. In the South, in the ^{early} 1900s there were still heavy racial tensions between blacks and whites. Jobs were harder to come by for a Southern black, but they were needed in large industrial cities like New York and Chicago. ~~There~~ The war created many jobs for blacks and all minorities i.e. women. With the war grew industrial advances in technology. The Industrial Revolution of the 1920's brought about the assembly line, created by Henry Ford. More men were needed to operate the assembly lines, and blacks were hired. Although the wages were low, blacks continued to ~~go to~~ migrate to the cities in search of equality and jobs. The migration of blacks also led to the Harlem Renaissance in the roaring twenties. Blacks such as Langston Hughes, Duke Ellington, Louis Armstrong, and W.E.B. DuBois contributed. The source of the Renaissance was due to creative blacks trying to make themselves heard through positive vocations. African American migrants impacted

history in many positive ways. They tried to show their equality to whites, and contributed to literature and music. However, the migrants from the Dust Bowl showed how terrible America could treat people. Both migrants faced doubts from their adversaries e.g. whites and native peoples. Both migrations resulted from significant events and led to change and new perspectives.

Anchor Level 4-B

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the historical circumstances of the westward migration from the Dust Bowl and the migration of Southern blacks to Northern cities more thoroughly than discussing the impact of these two migrations
- Is both descriptive and analytical (*Dust Bowl*: migration from the Dust Bowl resulted from the Great Depression's problems and the inability for farmers to produce crops on dry lands; not enough jobs for both the Californians and the newly migrated peoples; *migration of African Americans*: the great migration of blacks to northern cities was a result of the Industrial Revolution and the strides that were being made for African Americans in the workplace; World War I created jobs for the war effort which African Americans could take advantage of; jobs were harder to come by for a Southern black, but they were needed in large industrial cities; the migration of blacks also led to the Harlem Renaissance; the source of the Renaissance was due to creative blacks trying to make themselves heard through positive vocations)
- Supports the theme with relevant facts, examples, and details (*Dust Bowl*: John Steinbeck's novel, *The Grapes of Wrath*; "Hoovervilles"; migrants were seen as beasts, who stole and killed; *migration of African Americans*: New York and Chicago; the war created many jobs for blacks and all minorities; the assembly line; Henry Ford; Roaring Twenties, Langston Hughes, Duke Ellington, Louis Armstrong, W. E. B. DuBois)
- 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. While this response contains much analysis and detail of the historical circumstances, the discussion of the impact of the migrations is less thoroughly developed.

Throughout history, there have been many migrations within the United States. These migrations include many people of the same ethnic or racial background. The migrations also included people of the same economic status. Two key migrations within the United States include the Dust Bowl of the 1930's and suburbanization which began in 1945, and is currently still happening. The Dust Bowl began in the 1930's as a result of the horrid conditions in the farm lands of Oklahoma and Arkansas. Due to bad conditions and great wind, the top soil on the different lands got blown away. As a result farming was made impossible. The "Okies" and "Arkies," as they were called were forced off their land and found themselves homeless and without jobs. California was their outlet and where they believed prosperity awaited them. Their migration west was one filled with hardship and sorrow. When they finally reached their destination they were met with anger and resentment.

As a result of this migration, people lost their land, property, and lives. They also lost the respect they had for one another and the Government. The migration created tension between the people of California and the Okies and Arkies. The one positive result of this migration was the population of California, which increased drastically.

Another migration within the United States, which is still happening today is suburbanization. During the industrial period, people mainly lived in the cities, but as time went by and people were making more money they decided to move outside of cities into the suburbs. The period

~~period~~ of time after World War II was one of great economic boom and prosperity in the United States. Life was good, people had jobs, and they started to enjoy the better things in life. In order to get out of the hassle and hassle of city life, they decided to move out into areas where it was ~~quieter~~ quieter. Not only did they want a quieter life style, but living in the suburbs showed the economic and social standing of the particular family. Cookie cutter houses were popping up everywhere and suburbia created a sense of order and pristine. Suburbanization is still in effect today. People are moving away from the city life and out to where it is quieter and safer.

As a result of Suburbanization new towns started to pop up and the city size decreased. The use of automobiles and public transportation also increased because of the commute workers had to make in order to get to their jobs. The competition for the building of larger houses and having larger amounts of land also began. The phrase "keeping up with the Jones'" was coined during the beginning of Suburbanization. There was also a rise in the American economy because of the increased amounts of land being purchased and the jobs which were needed to fix in order to make new houses and developments.

Throughout the history of the United States many types of migrations took place. Two significant migrations include the Dustbowl of the 1930's and Suburbanization. Both of these migrations had a great impact on American society. There were also many economic benefits as well.

Anchor Level 4-C

The response:

- Develops all aspects of the task but treats different aspects somewhat unevenly for the westward migration from the Dust Bowl and for suburbanization
- Is both descriptive and analytical (*Dust Bowl*: due to bad conditions and great wind, the top soil on the different lands got blown away; California was their outlet and where they believed prosperity awaited them; Okies and Arkies lost the respect they had for one another and the government; *suburbanization*: after World War II, people were making more money; to get out of the hustle and bustle of city life, they decided to move out into areas where it was quieter; living in the suburbs showed the economic and social standing of the particular family; rise in the American economy because of the increased amounts of land being purchased and the jobs which were needed to fill to make new houses and developments)
- Supports the theme with relevant facts, examples, and details (*Dust Bowl*: in California, they were met with anger and resentment; the migration created tension between the people of California and the Okies and Arkies; increased the population of California drastically; *suburbanization*: cookie cutter houses; use of automobiles and public transportation increased; “keeping up with the Joneses”)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The historical circumstances for the Dust Bowl and the societal impact of suburbanization are more thoroughly developed than the remaining aspects of the task. Although the response is both analytical and descriptive, much of the analysis tends to be basic rather than in-depth. The response lacks the amount of sophisticated analysis and detail that would be characteristic of a Level 5 response.

Throughout our nation's history, there have been many important migrations and movements by the people of the United States. These migrations have had a significant impact on the people and on the American society. Though most of these migrations were voluntary, there were certain movements that weren't. Many Native Americans were forced to relocate. The migration of African Americans was a voluntary movement made by them from the South to the North.

The relocation of Native Americans against their will occurred between 1800 and 1880. During this period the government forced thousands of Native American to settle on reservation lands. The Cherokee Nation even used the court system to fight. Although the courts ruled in their favor President Jackson still forced them to leave. This was the beginning of what was known as the Trail of Tears. Then a few years later, after the Native Americans were of the East Coast the government decided to move them again. As Americans moved out west in search of gold and cheap land, the Native Americans were in their way. So yet again these people were forced to gather their belongings and head to another piece of land that

the government had set aside for them.

This event had dramatic impacts on the Native American population. Many of them died during the Trial of Tears. The government had conveniently forgotten to put out the promised food. Also the weather was really cold and many froze to death. This event angered many Native Americans and to this day they continue to fight to get land back that once belonged to them.

Although the Native Americans suffered the American Society prospered. With moving the Native Americans there was more room for Americans to farm. This event opened up many new opportunities for the American people. It also helped to eliminate the frontier line. As the Native Americans moved westward so did the American Society.

Between the time period of 1900 to 1929 the nation witnessed another great migration movement. During this time African Americans from the South were moving to the Northern cities. These African Americans were in seek of better jobs than what they had in the South. The Southern industry was concentrated

on farming where the North had begun to industrialize and build many factories. With all of the new factories in the North there were many job opportunities available for the African Americans. Also the abolition of slavery, their right to citizenship, and the country going to war improved their chances of getting a job in the North. In the North they were also treated better and paid better than they were in the South.

This migration had a great affect on the African American population. They were able to experience new opportunities. They were able to have a job and even buy a house once they came North. They also got to recieved a salary which many had never recieved before. African Americans also gained a sense of responsibility when they migrated to the North. They now had to provide food and shelter for their family. They also had to go to work everyday. Although they still took some criticism in the North it was much less than what they had to deal with in the South.

This migration also had a significant impact

on the American Society. The Northern Society was becoming more diverse than it had ever been in the past. Also this migration introduced separate areas of towns. This introduced the difference between the White neighborhood and the Black neighborhood or what were usually called the Ghetto. The society also began to witness more diversity in the workforce than ever before. The society also began to somewhat accept the fact that the African Americans were bound to be a part of their society and they wouldn't be gotten rid of easily.

There are yet many more migrations in the history of the United States. All of these have had an important impact on the United States as we know it to this day. Without these great movements America would be very different. White settlers may have never settled in the West and the North may still have very few African Americans. No matter whether the movement was forced or voluntary it still had a great impact on the society and on the people in which were migrating. Migrations are part of this country's past and are sure to be part of the future.

Anchor Level 3-A

The response:

- Develops all aspects of the task with little depth by discussing the forced migration of Native American Indians and the migration of African Americans to the North
- Is more descriptive than analytical (*forced migration of Native American Indians*: the Cherokee Nation even used the court system to fight; although the courts ruled in their favor, President Jackson still forced them to leave; many died during the Trail of Tears; moving the Native Americans made more room for Americans to farm; *migration of African Americans*: the Southern industry was concentrated on farming where the North had begun to industrialize and build factories; many job opportunities were available for the African Americans in the new factories; the northern society became more diverse in the workforce)
- Includes some relevant facts, examples, and details (*forced migration of Native American Indians*: as Americans moved west in search of gold and cheap land, the Native Americans were in their way; the weather was really cold and many froze to death; *migration of African Americans*: going to war improved their chances of getting a job in the North; introduced separate areas in towns; ghetto); includes some minor inaccuracies (*forced migration of Native American Indians*: settled on conservation lands)
- Demonstrates a satisfactory 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 3. For both migrations, this response discusses the impact upon the group itself and on American society. Although this response is lengthy, it does not meet Level 4 criteria for several reasons. It is much more descriptive than analytical. Some of the impact on African Americans from their movement to the North is presented as if it were true for the first time (they now had to provide food and shelter for their family; they had to go to work everyday). In addition, specific detailed information is minimal.

Throughout history, massive migrations of people have occurred. These migrations have all been in response to some issue. Migrations have also affected people and society.

Around the end of the 19th century and beginning of the 20th, people began moving towards the cities. This urbanization came because subsistence farming was no longer adequate and they did cash jobs. In the cities massive industrialization was taking place and the new factories needed workers. The vast supply of cheap labor allowed for the increase of consumer goods to fuel the economy. The middle class expanded and they and the upper class experienced great prosperity. But life was not so good for the poor, factory workers. They did receive jobs but pay was low and they had to survive in disease ridden tenement housing. There were no safety regulations

and many died at work. For them there was no prosperity.

A second migration occurred in the 1930's. Thousands of families had moved to the plains in the early 1900's to get free, fertile land. The government wanted to expand westward and they provided for and encouraged the people. Life was great on the plains until 1931 when the rains stopped. The tilled ground dried and strong winds blew away the topsoil. Dust hung in the air choking every living thing. The farmers could no longer survive. On mass, they picked up and journeyed towards California. The people were destitute and could not find jobs in California because of the numbers of available workers. Many migrants died and never reached their dream of prosperity. The stop of farm production in "The Bread Basket of the US" hurt the entire nation. A famine gripped the country during the Great

Depression. The people of California also gained a disdain for the migrants that still creates tensions today.

Sometimes situations align that push people to move. These migrations have occurred and will continue to occur and affect individuals and society.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth for urbanization and the westward migration from the Dust Bowl
- Is more descriptive than analytical (*urbanization*: in the cities, massive industrialization was taking place and the new factories needed workers; the middle class expanded and they and the upper class experienced great prosperity; life was not so good for poor factory workers; *Dust Bowl*: thousands of families had moved to the plains to get free, fertile land; the tilled ground dried and strong winds blew away the topsoil; people of California gained a disdain for migrants that creates tensions today)
- Includes some relevant facts, examples, and details (*urbanization*: subsistence farming; cheap labor; disease-ridden tenement housing; *Dust Bowl*: “bread basket of the U.S.”); includes some minor inaccuracies (*Dust Bowl*: moved to the plains in the early 1900s; a famine gripped the country during the Great Depression)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 3. The choice of urbanization, as it is addressed in this response, is an acceptable migration. Although all components of the task are addressed, the response contains little detailed supporting information.

Throughout America's history there have been periods of internal migration of people. These movements have had a far reaching and important on American society and culture. Besides their effects the causes of these movements differ. In one ~~scenario~~^{scenario} they are forced migrations, like the Native American Indians in the 19th century. In another case they are of peoples free will - lead by their desires. An example of this is the development of suburbs.

The United States government faced a dilemma, what to do with Native American Indians? The U.S. was growing and Americans needed more room. Indians were in the way. The obvious answer was westward, however there was one problem - the western frontier was full of Native Americans. The United States came up with a solution, they set out to move Native Americans onto reservations. The Native Americans did not want to leave their homes, they were forced to. This forced migration would change the U.S.A.

Forcing peoples who are native to a land is not always the best move. This forced exodus would cause a large amount of tension between the new U.S. "white" settlers and the Indians. Native Americans were now viewed by society as second rate people. They were basically thrown from their homes onto a reservation. In the end it would all lead to resentment and ~~criticism~~^{criticism} of American leaders of the period.

Another migration of the masses is continuing as we speak. Annually people are settling in suburban areas and have been for over the last 50 years. The causes of this sudden leap away from

the cities were sparked by the returning G.I.'s from World War II. They were ready to come home and have a family, away from the bustle of the big cities. One man took advantage of this desire, he was Mr. Levittown. He would be the first to create affordable ~~homes~~^{homes} outside of the city limits, particularly New York City. He would create the boom of young couples moving to Long Island with the desire of owning their own place and still being able to commute to work. Mr. Levittown was not the only one to do this, developments like his were being established all over the country.

The impact of these suburban developments were the mass flock of people to these new "desirable" locations. Today areas like Long Island are havens for city dwellers on the weekends and summer. Not to mention the large number of people who commute to work from suburban locals.

People are constantly moving all around the world, and especially in the United States. Throughout our history certain migrations have been forced while others have been by choice. Whatever the case may be they have all had their causes and results.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth for the forced relocation of Native American Indians and suburbanization
- Is more descriptive than analytical (*forced relocation of Native American Indians*: the United States was growing and needed more room; Native Americans were now viewed by society as second-rate people; they were thrown from their homes into a reservation; led to resentment and criticism of leaders of the period; *suburbanization*: annually, people are settling in suburban areas and have been for over the last 50 years; Levitt would create affordable homes outside of the city limits, particularly New York City; desire of owning their own place and still being able to commute to work)
- Includes some relevant facts, examples, and details (*forced relocation of Native American Indians*: reservation; *suburbanization*: returning G.I.'s from World War II; Long Island); includes a minor inaccuracy (*suburbanization*: Mr. Levittown)
- 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. Although the response clearly separates forced migrations from migrations of choice, the overgeneralization of details detracts from the focus of the theme.

The United States have seen many important migrations of the people from one place to another. These movements have had significant impacts on the lives of the people moving and the changes it brought to American society.

The westward movement started around 1840 and ended 1890. This movement could be considered one of the biggest impacts in American history. The westward movement started when large amounts of people from the east coast set off to claim large pieces of land that could be farmed or where natural resources could be found. The trans-continental railroad was finished during the westward movement and finally connected the east coast with the west. This fueled the movement west by having a faster way of travel across the country than by horse and wagon. The Government also gave away free land that claimed by anyone. This allowed people to build new farms and increased the movement west. The movement of these people from the east to the west brought about new lives for them. The people moving to the west had to start from scratch with new houses, farms, and business. This had a major impact on American economy and society. The economy was better and the society changed due to the fact that the west had been farmed and could be traveled to and even lived on.

Another major movement was the suburbanization which took place from 1945 to the present day. The movement of people from the cities to the suburbs came around the end of world war II. After world war II the American economy was up and people could afford luxuries they didn't have before the war. The people bought cars

Anchor Paper – Thematic Essay—Level 2 – A

in record numbers and allowed them the ability to travel from ~~there~~^{longer} distances in shorter time periods. The car allowed people to move out of the cities ~~in the~~^{to the} suburbs and still work at jobs ~~in the~~^{down in the} city. The transfer of people from city to suburbs was huge. In a short time period the population of the suburbs was the same as the cities. This movement had ~~large changes~~^{huge impacts} that would change American society for ever. This included a home with at least one car and new companies opening to cater to the population's driving frenzy. This includes fast food, car washes, and tons of other businesses that still effect american society today.

The migrations of people in the United States have had major impacts on society and the way of life for those people. This is shown by these two movements that are part of a larger list of important movements throughout history.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task for the westward movement and suburbanization
- Is primarily descriptive (*westward movement*: the westward movement started when large amounts of people from the East Coast set off to claim large pieces of land that could be farmed or where natural resources could be found; the movement of these people from the east to the west brought about new lives for them; *suburbanization*: the car allowed people to move out of the cities to the suburbs and still work at jobs down in the city; transfer of people from city to suburbs was huge; this included a home with at least one car and new companies opening to cater to the population's driving frenzy); contains isolated analysis (*westward movement*: transcontinental railroad fueled the movement west by having a faster way of travel across the country than by horse and wagon; *suburbanization*: this movement had huge impacts that would change American society for ever)
- Includes few relevant facts, examples, and details (*westward movement*: free land; *suburbanization*: after World War II; fast food; car washes); includes an inaccuracy (*suburbanization*: in a short time period, the population of the suburbs was the same as the cities)
- Demonstrates a general plan of organization; contains an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 2. This response has limited detailed information and only isolated pieces of analysis. These content weaknesses offset the organization of the essay.

Throughout history many groups/people have had to migrate whether it be forced or they decided to move on their own. Two examples that really stick out would be the forced migration of Native Americans (1800-1880) and the migration of African Americans from South cities to cities in the North (1900-1929). These events had a serious impact on history and the people involved.

Andrew Jackson was not a fan of the Indians. He felt that they were just taking up space and the Americans land. He didn't want them around so he encouraged people to push the Indian more and more west. Then, the Trail of Tears occurred where the Native Americans had to march an extremely long way, where many of them died of disease or starvation. It was a gruesome event. This gave the Natives a strong hatred for Americans because we were stealing their land. This made Americans happy though, because they now have more land and are expanding the nation through Manifest Destiny. Now there were harsh feelings between Natives and Americans. This led to future problems between the two groups.

The second example is the migration of African Americans from the South to the North. Although slavery had been abolished, blacks still stayed in the South and became sharecroppers, which is basically slavery with a salary. They couldn't do much else due to their lack of education and experience. Also, there was still heavy racism down South. Discrimination continued even though slavery

was no more. Blacks went to the North to escape bad treatment and seek new opportunities. This made African Americans feel like they had a place to go. The people in the North didn't want all the blacks to come and take their jobs. There was now major job competition.

In conclusion, the migration of these peoples was important for our history to change. There were major turning points in history.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task for forced relocation of Native American Indians and the migration of African Americans to the North
- Is primarily descriptive (*forced relocation of Native American Indians*: Andrew Jackson was not a fan of the Indians; he didn't want them around so he encouraged people to push the Indian more and more west; this gave the Natives a strong hatred for Americans because we were stealing their land; *migration of African Americans*: there was still heavy racism down South; discrimination continued even though slavery was no more); includes isolated analysis (*forced relocation of Native American Indians*: this led to future problems between the two groups; *migration of African Americans*: blacks still stayed in the South and became sharecroppers which is basically slavery with a salary; there was now major job competition)
- Includes few relevant facts, examples, and details (*forced relocation of Native American Indians*: Trail of Tears; Manifest Destiny; *migration of African Americans*: lack of education and experience; seek new opportunities)
- Demonstrates a general plan of organization; contains an introduction that goes beyond a restatement of the theme and a conclusion that restates the theme

Conclusion: Overall, the response fits the criteria for Level 2. The examples of isolated analysis cited above are not developed. Although the organization is good, the content weaknesses and lack of development make this a Level 2 response.

Having a significant impact on both the people who moved and on American society, there have been many migrations of people within the United States throughout American History. These include the westward movement, Africans moving North from the South, and the westward migration from the dust bowl.

From around 1840 to 1890 there was a huge movement of population from the Eastern United States to the west. Many went because of the gold rush in 1849, but also for farming and the promise of new economic opportunity and prosperity. Others believed that it was our destiny to expand the United States to the west coast, calling it "manifest destiny." Later on the railroads began building the Intercontinental Railroad that connected the East and West. To increase sales and profit they promoted moving to the west.

The people who moved there were affected in many ways. People didn't find as much gold as they had hoped so most became farmers. This began migrant farm working where workers would move from farm to farm, working as needed. This created many problems later on when migrant farm workers

became unemployed with farms not making as much profit.

In the early 20th century, from around 1900 to 1929, many African Americans migrated North from the South. The South was extremely racist and segregationist, making many problems for Africans and denying them rights. Besides to escape racism, the Africans moved North to find jobs in the factories. This caused the North to become angry because Africans were taking up factory jobs and increasing unemployment. This caused the North to become more racist like the South.

During the 1930's there was a drought in the Mid-west that made farming nearly impossible. This was called "The Dust Bowl". Many of the farmers migrated west to California looking for jobs. This caused a huge jump in unemployment in California. There was a resentment of mid-westerners in California as a result of this.

Although not necessarily good things, there have been many migrations like these in US History.

They have all had large impacts on the people who moved, on the people who already lived where they moved to, and American society as a whole.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task for the westward movement and the migration of African Americans to the North
- Is primarily descriptive (*westward movement*: many went because of the gold rush in 1848, but also for farming and the promise of new economic opportunity; people didn't find as much gold as they had hoped so most became farmers; *migration of African Americans*: the Africans moved North to find jobs in the factories; North became angry because Africans were taking up factory jobs and increasing unemployment); includes isolated analysis (*migration of African Americans*: this caused the North to become more racist like the South)
- Includes few relevant facts, examples, and details (*westward movement*: Gold Rush; Manifest Destiny; *migration of African Americans*: racist; segregationalist); includes several inaccuracies (*westward movement*: intercontinental railroad; references to migrant farm workers during the westward movement)
- Demonstrates a general plan of organization; lacks focus (*westward movement*: this created many problems later on when migrant farm workers became unemployed with farms not making as much profit); contains a digression (third migration); contains an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 2. This response contains information about three different migrations, so only the first two can be scored. The minimal development of the task has very little valid analysis.

In the History of the U.S. there has been a lot of migrations of people within the U.S. These had an impact on the people and the society. Like the westward movement and the migration of African Am. from the South moving to cities in the north. They both had an impact on the people and society.

The migration of African Am. from the South moving to cities in the north was for a lot of reasons. Yes they were "free" but they still didn't have rights. They were being persecuted for their race. Like Jim Crow laws Segregation, Day to vote, etc. The north wasn't like that. It was also during WWI this migration occurred. There were thousands drafted to fight and many jobs left open especially in the city's. There were even more jobs open than before the war. Some to replace who left and more to help with the war effort. This helped the govt with the war and it also gave the African Am. jobs. Both sides gained

Something the factory's got replacements and the gov't got help with the war effort. The African Am. got jobs home and edu for their kids. This had a very significant impact on the society.

In the history of the U.S. migration have had major impacts on how it is today and mostly are good impacts.

Anchor Level 1-A

The response:

- Minimally develops both aspects of the task for the migration of African Americans to the North
- Is descriptive (they were being persecuted for their race; the African Americans got jobs, homes, and education for their kids); contains isolated analysis (they were free but they still didn't have rights; this helped the government with the war and also gave the African Americans jobs)
- Includes few relevant facts, examples, or details (Jim Crow laws; segregation; pay to vote; World War I; thousands drafted)
- Demonstrates a general plan of organization; contains an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The development of both the historical circumstances and the impact for the migration of African Americans to the North is very limited. This descriptive response mentions details without explaining them. Although the introduction mentions a second migration, it is not addressed in the response.

Anchor Paper – Thematic Essay – Level 1 – B

During different time periods in the history, people had to migrate to different areas in the United States. Two of these migrations are Native American Indians (1800-1850) the Trail of Tears, and the Sun Belt (1950-to the present time).

The Native American Indians were forced to migrate to different land, they were forced off their land by the military soldiers. The Indians would travel a thousand miles to the reservations. The Indians lost many family and friends during the Trail of Tears. The reservation was to help the people, but they didn't have what other people had.

The migration to the Sun Belt was when people would migrate back to the South, for better jobs and more factories. Up North it's called the Rust Belt because most factories are closed. The Sun Belt was for more opportunities. It can be stated that some event can change history, the migration of people from place to place for more opportunities.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task by mentioning information about the forced migration of Native American Indians and the migration to the Sun Belt
- Is descriptive (*forced migration of Native American Indians*: they were forced off their land by the military soldiers; *Sun Belt*: people migrated back to the South for better jobs and more factories; up North, it's called the Rust Belt because most factories are closed); contains isolated analysis (*forced migration of Native American Indians*: the reservation was to help the people but they didn't have what other people had)
- Includes few relevant facts, examples, or details (*forced migration of Native American Indians*: the Indians would travel a thousand miles; reservations; Trail of Tears; *Sun Belt*: more opportunities)
- Demonstrates a general plan of organization; contains both an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The development of the historical circumstances for both the forced migration of Native American Indians and the migration to the Sun Belt is minimal. An impact for the migration of Native American Indians is mentioned but not developed.

During the course of the United States history, there has been witness to the mass movement and migration of people. These migrations have greatly impacted our society and has helped to determine the status of the United States today. Consequently these movements have affected both the migrants themselves and American society as a whole. However these migrations may never had occurred if significant situations did not push them to do so. Explicit examples of these migrations include the westward movement and suburbanization.

During the later part of the nineteenth century (1840 - 1890) many people could be seen moving to the western part of the United States; across the Mississippi River. Previous to this movement, all major settlement had been isolated to the eastern coast. Though with the United States' population growing drastically due to immigration, more space was needed to accommodate all these people. Therefore, people started moving west, where they could find open space, and much less crowded conditions. Government also began encouraging the movement, for territory could be occupied by their citizens and claimed undoubtly by the United States. The government began offering incentives for moving westward,

including free land. Free land was given to those who would agree to farm the land. Not surprisingly many people were encouraged by this offer and readily accepted it. Especially those immigrants who had just come to the "land of opportunity" took advantage of this opportunity, for they saw this as their chance to begin anew. During this time, there was often found to be land races, in which one would race on horse back to claim their free land. Opportunities during this westward migration were abundant and led to great economic prosperity. The economy soared and technology greatly advanced. For people needed and wanted to move westward and with this was a need for a mode of transportation. Carriages pulled by horses would often take months to actually reach the west and were often quite dangerous. Therefore the railroad was developed and drastically improved. Miles of railroad track was built, and the first transcontinental railroad was built with its termination point at Promontory Point. These railroad would allow travelers to move westward with ease and at affordable prices. Numerous other railroads were also built such as the Santa Fe Railroad. With the migration westward we see new opportunity for people such as cattle ranching, and farming. However many of

these products had to make it back eastward still healthy, so they could be readily and easily marketed and sold. Therefore better refrigeration systems were implemented and used to keep products fresh. Not only did technology advanced but people prospered and found new opportunity when little chance was seen and had in the east.

Another major movement during United State's history is suburbanization during the later half of the twentieth century (1945 - present). During this time, technology had drastically improved and people were quite wealthy. Cities however remained quite crowded with terrible living conditions, often being quite unsanitary. People wished to move away from the city where they worked, and be able to come home from home to a nice quiet environment where they could relax and enjoy their time. Consequently with the development of cars, people could easily be transported from one place to another. Cars were becoming inexpensive due to mass production. Therefore this gave one the ability to move to the countryside where they could raise their family without the vulgarity, disruption, and danger of the city. People could be

more relaxed and enjoy their free time. Yet with their car they could still get to work quite easily and readily. Henceforth with the movement away from the cities, new lands could soon be developed and taken over. Remote areas, often not favorable to city-like conditions were begun to be inhabited. Movement and progress was taken place. However not all the effects of suburbanization were as advantageous as they may sound. Pollution was becoming an increasing problem. Exhaust from the cars caused much wildlife and nature as a whole to suffer. Concerns of global warming and the greenhouse effect were coming about. Consequently even new technologies came about such as solar power, so that harm to the environment could be minimized. Social problems were also being addressed due to suburbanization, for new neighborhoods were being created, and often times blocks would be seen moving in with whites. This greatly caused problems of racism to be addressed. Suburbanization is henceforth a very important movement.

Mass movement and migration throughout the United States history has been very crucial to the development of our country. It has affected the country both economically, politically, and socially and in ways both advantageous and negative. However, migration must be readily realized, and its effects realized and corrected if necessary. For migration was an important part of history, and will continue to play a major role in society today.

THROUGHOUT OUR NATION'S HISTORY, THERE HAVE BEEN IMPORTANT MIGRATIONS OR MOVEMENTS OF PEOPLE WITHIN THE UNITED STATES. THESE MIGRATIONS HAVE HAD A SIGNIFICANT IMPACT ON BOTH THE PEOPLE WHO MOVED AND ON AMERICAN SOCIETY. TWO MIGRATIONS OR MOVEMENTS OF PEOPLE WITHIN THE UNITED STATES ARE NATIVE AMERICAN INDIANS (1800-1880) AND MIGRATIONS OF AFRICAN AMERICANS FROM SOUTHERN CITIES IN THE NORTH (1900-1929).

DURING THE ~~1800~~ EARLY AND MID 1800'S THE GOVERNMENT WAS MAKING THE NORTH AMERICAN INDIANS MOVE OFF THE LAND THEY WERE ON. THEY WERE MAKING THEM MOVE SO THAT THEY COULD BUILD ON THEIR LAND. THE GOVERNMENT FORCED THEM TO MOVE TO THE WEST SO THAT THEY COULD CONTINUE THE MANIFEST DESTINY. THE COURT CASE ~~W~~ WORCESTER V. GEORGIA CAME ABOUT AT THIS TIME PERIOD BUT IT WAS IGNORED. THEY HAD TO WALK IT WAS CALLED THE TRAIL OF TEARS. THEY NOW HAD TO LIVE ON RESERVATIONS. THEY DIDN'T LIKE THIS BECAUSE THE GOVERNMENT TOOK AWAY THEIR LAND. WHEN THE GOVERNMENT TOOK AWAY THEIR LAND THEY WERE TAKING THEIR CULTURE TOO.

DURING THE MIGRATION OF AFRICAN AMERICANS FROM SOUTH CITIES IN THE NORTH (1900-1929), THERE WERE SOME COURT CASES THAT CAME ABOUT BROWN V. BOARD OF EDUCATION IS SEPARATE BUT EQUAL. DRED SCOTT CASE THAT BLACK PEOPLE HAD NO RIGHTS. MARTIN LUTHER KING WAS THE LEADER OF THIS MOVEMENT. MANY OTHER PEOPLE DID OTHER THINGS TOO SUCH AS ROSA PARKS. SHE SAT ON A BUS IN THE FRONT AND WOULDN'T GET UP FOR A WHITE PERSON.

THROUGHOUT OUR NATION'S OR MOVEMENTS OF PEOPLE WITHIN THE UNITED STATES, THESE MIGRATIONS HAVE HAD A SIGNIFICANT IMPACT ON BOTH THE PEOPLE WHO MOVED AND ON AMERICAN SOCIETY. THE NATIVE AMERICANS AND THE AFRICAN AMERICANS ARE A PRIME EXAMPLE OF MIGRATION OF PEOPLES

The migration of people ~~to~~ has been an important theme to our nation ever since the colonial periods. One type of migration that can be overlooked is the immense internal migration of the United States people. Although ~~migration~~ internal migration, such as the African American migration to northern cities from 1900-1929 and the suburbanization ~~of~~ of American cities started at 1945, may be overlooked they have ~~B~~ made a tremendous impact of the economic and social premises of this country.

~~Many~~ ~~as not known~~ ~~that~~ Many people believe that the ~~Afr~~ slaves freed from the civil war immediately moved from the South to the North. This is not true. Most newly freed African Americans stayed in the South to ~~suburban~~ ~~and~~ undergo tenant farming. These African Americans did not have the money to move to ~~the~~ the North. ~~B~~ Even though reconstruction efforts focused on improving the African American rights such as passing the 13th and 14th ~~unimportant~~ amendment, these people were still ~~be~~ treated unequally. Blacks did not start migrating into the northern cities until the early 20th century. The Harlem Renaissance was a prime example of the impact that African American migration into northern cities. ~~There~~ There in Harlem, the community ~~be~~ had a revival of arts, music and poetry. Jazz was another big thing that spanned from the migration of African Americans.

The Suburbanization that occurred after WWII was

a prime example of the ingenuity of Americans to "just pack up and leave." During this time period the automobile became very affordable with Ford's invention of the Model-T and assembly lines. Everyone had a car and because of that was able to expand outward ~~to~~ from city life. They were able to live ~~in~~ in the suburbs and still be connected to the city whether it be job or other. In the case of a ~~new~~ European city the wealthy usually lives in the center of the city. What makes the U.S. unique is our core of the city. In American cities, the poor live usually at the heart of the city, and wealthy started moving out to the suburbs. Later on the Eisenhower Highway Act ~~the~~ further propelled the ~~expansion~~ expansion of the suburban areas. ~~The growth of suburbs~~ Our growing technology enabled us to create more cities and suburban areas.

The migration of people has always been an important topic in American history. Our nation's ability to migrate without the need of force is one reason why our country is unique.

There have been many migrations of people throughout America's history. These migrations have impacted the people who migrated along with the rest of American society. Two examples of such migration would include the ^{forced migration of} Native American Indians (1800-1890), and the forced migration of Japanese Americans during WWII (1939-1945). These migrations significantly impacted the migrants' lives, while still impacting the rest of America.

First of all, from 1800 through out 1890, Native American Indians were forced to move off their homeland and migrate to another location. They were usually forced to migrate towards other tribal lands where tension was caused between tribes. Many white settlers, as well, forced the Native Americans off their land. Usually the Native Americans would not leave without a fight. Thus concluding in that area, many ^{white} settlers were often killed due to the territorial Plains Indians. White settlers were not the only people who tried to keep the Native Americans off their own land. ^{through} When President Andrew Jackson (1824-1832) came to office, he had no compassion for the Indians and made them migrate to Oklahoma where the land was un-fertile, climate was dry and arid, and it mainly looked like a

dissect. This migration was called the "Trail of Tears". On the long migration, many old and young died. The ones who became sick usually never recovered and often died along the way. One tribe of Indians, though, tried to escape to Canada so that they would not be put on the Oklahoma Reservation. The man who led his people to Canada was Chief Joseph. Unfortunately the U.S. Army stopped him. Chief Joseph surrendered and was then put on a reservation with his people.

During this time period, American citizens, whom the Native Americans often referred to as "white people" even harshly disturbed. In fact, they really didn't care as long as they were able to make a settlement and prosper. Although, there were a few white men who took pity upon the Native Americans. They were usually missionaries who tried to "civilize" the "savage" race of Indians. They cut their hair, taught them to read, write, and speak all in English. Even though these missionaries were trying to help, it greatly hurt the Native Americans' culture and ancestral values.

Another migration of people were Japanese American of the 1940s during WWII. After Japan bombed Pearl Harbor on December 7, 1941, called "A day that

will go down in infamy..." (President FDR), Americans began to panic. The United States entered the WW war and the threat of Japanese spies and bombers overcame America. Many Japanese Americans were located on the west coast of America in the state of California. They were scarcely populated any where else in America at that time. It was then emotional that all Japanese Americans would be forced to migrate down to the state of Texas, where there they would stay in detainment camps.

Americans were very cruel to Japanese Americans and a common ~~explanation~~ name that was given to them was "Jap". Many Japanese Americans were hurt by this because they thought that living in America was to be free, when in fact they were not free but contained.

Usually, when a migration occurs it is usually for the worse, in this case, and the migrations are forced.

In the case of Native American Indians, and Japanese Americans; they were forced to migrate due to greed and fear. This impacts the American society by showing that our nation was full of greatly corrupt and hopefully ~~admitted~~ situations like this will never occur again on American soil.

There have been many important migrations throughout history that have left a lasting impact on both the people and American society. There are many historical circumstances that have lead up to these movements. Two examples of these movements are the migration of African American cities in the South to cities in the north and the westward migration of the Dust Bowl.

During the nineteenth century African Americans, along with other groups, faced severe discrimination. African Americans were considered property, established in the Supreme Court Case, Dred Scott vs. Sanford. Many African Americans migrated North to escape racial prejudice. Although the civil war amendments granted blacks citizenship, equal protection and black male suffrage, southern states found ways to limit African Americans influence on society. African American tried to escape Jim Crow laws in the South, which discriminated against blacks. There are many other circumstances that lead to African Americans migrating north. The Jim Crow laws were one of the major factors.

Another movement that impacted society was the westward movement because of the Dust Bowl. Many farmers were forced to leave their homes and move westward due to the severe sandstorms. Droughts and high winds destroyed farm lands, limiting crops available to the rest of society. The farmers were forced to move westward to find new homes and farmland. The Dust Bowl posed a major threat on both the farmers, and the consumers.

There are many movements that have taken place in the past and still take place today that have had lasting impacts on society. Two major movements such as the movement of African Americans to the north, and the westward migration of farmers due to the Dust Bowl have greatly impacted society.

Practice Paper A—Score Level 4

The response:

- Develops all aspects of the task by discussing the historical circumstances and the impacts of the westward movement and suburbanization
- Is both descriptive and analytical (*westward movement*: with the United States population growing drastically due to immigration, more space was needed to accommodate all these people; government also began encouraging the movement, for territory could be occupied by their citizens and claimed by the United States; railroads would allow travelers to move westward with ease and at affordable prices; not only did technology advance, but people prospered and found new opportunity when little chance was seen and had in the East; *suburbanization*: cities remained quite crowded with terrible living conditions, often being unsanitary; people wished to move away from the city where they worked and be able to come home to a nice quiet environment where they could relax; cars were becoming inexpensive due to mass production; new technologies came about such as solar power so that harm to the environment could be minimized)
- Supports the theme with relevant facts, examples, and details (*westward movement*: the government began offering incentives for moving westward, including free land; the railroad was developed and drastically improved; miles of railroad track were built; Santa Fe Railroad; cattle ranching and farming; better refrigeration systems were implemented; *suburbanization*: pollution was becoming a problem; exhaust from the cars caused much wildlife and nature as a whole to suffer; concerns of global warming and the greenhouse effect); contains a minor inaccuracy (*westward movement*: first transcontinental railroad was built with its termination point at Promontory Point)
- 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. The response evaluates the impact of suburbanization more thoroughly than the impact of the westward movement. Several statements are made that are unclear as to their meaning or true intent, for example, “however migration must be readily realized and its effects realized and corrected if necessary.” However, all aspects are addressed and developed satisfactorily.

Practice Paper B - Score Level 1

The response:

- Minimally develops some aspects of the task for the forced migration of Native American Indians and provides irrelevant and inaccurate information for the migration of African Americans to the North
- Is descriptive (*forced migration of Native American Indians*: they were making them move so that they could build on their land); contains some analysis (when the government took away their land, they took away their culture too)
- Includes few relevant facts, examples, or details (*forced migration of Native American Indians*: Manifest Destiny; *Worcester v. Georgia*; Trail of Tears; reservations); includes several inaccuracies (*migration of African Americans*: *Brown v. Board of Education*; Dred Scott case; Martin Luther King; Rosa Parks)
- Demonstrates a general plan of organization; contains both an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The discussion of the forced migration of Native American Indians mentions some detailed information without explanation. The discussion of the migration of African Americans to the North (1900-1929) mentions information about the civil rights movement of the 1960s and the results of the Dred Scott decision, which are irrelevant to this migration.

Practice Paper C—Score Level 2

The response:

- Minimally develops all aspects of the task for migration of African Americans to the North and for suburbanization
- Is primarily descriptive (*migration of African Americans*: most newly freed African Americans stayed in the South to undergo tenant farming; these African Americans did not have the money to move to the North; in Harlem, the community had a revival of arts, music, and poetry; *suburbanization*: in American cities, the poor are usually at the heart of the city and wealthy started moving out to the suburbs); includes faulty analysis (*suburbanization*: during this time period, the automobile became very affordable with Ford's invention of the Model-T and assembly lines; everyone had a car and because of that was able to expand outward from city life); includes isolated analysis (*suburbanization*: comparison to European cities; the Eisenhower Highway Act further propelled the expansion of the suburban areas)
- Includes some relevant facts, examples, and details (*migration of African Americans*: tenant farming; Reconstruction; 13th and 14th amendments; Harlem Renaissance; jazz; *suburbanization*: “just pack up and leave”; growing technology)
- Demonstrates a general plan of organization; contains an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response contains some relevant historical details about these voluntary migrations. The essay concludes “the ability of people to migrate without the need of force” is unique to the United States.

Practice Paper D—Score Level 3

The response:

- Develops all aspects of the task with little depth for the forced migration of Native American Indians and the relocation of Japanese Americans during World War II
- Is more descriptive than analytical (*forced migration of Native American Indians*: from 1800 to 1890, Native American Indians were forced to move off their homeland and migrate to another location; many white settlers forced the Native Americans off their land; on the long migration, many old and young died; missionaries tried to help but greatly hurt the Native American culture and ancestral values; *relocation of Japanese Americans*: the United States entered the war and the threat of Japanese spies and bombers overcame America; many Japanese Americans were hurt by this because they thought that living in America was to be free, when in fact they were not free but contained)
- Includes some relevant facts, examples, and details (*forced migration of Native American Indians*: President Andrew Jackson; Trail of Tears; Chief Joseph; missionaries; *relocation of Japanese Americans*: Pearl Harbor, December 7, 1941; President FDR); includes a minor inaccuracy (*relocation of Japanese Americans*: all Japanese Americans would be forced to migrate down to the state of Texas)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that is somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The choice of relocation of Japanese Americans is an acceptable migration as it is addressed in this response. Although all components of the task are addressed and some detailed information is provided, the response contains little meaningful discussion of the impact of these migrations.

Practice Paper E—Score Level 2

The response:

- Develops the historical circumstances in some depth for the migration of African Americans to the North and the westward migration from the Dust Bowl
- Is primarily descriptive (*migration of African Americans*: during the nineteenth century, African Americans, along with other groups, faced severe discrimination; Southern states found ways to limit African Americans; *Dust Bowl*: many farmers were forced to leave their homes and move westward)
- Includes few relevant facts, examples, and details (*migration of African Americans*: *Dred Scott v. Sanford*; Civil War amendments; male suffrage; Jim Crow laws; *Dust Bowl*: sandstorms; droughts; high winds)
- Demonstrates a general plan of organization; contains an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 2. Some development of the historical circumstances for two different migrations occurs, but no discussion of the impact of these migrations on the people or on American society is provided.

United States History and Government
Part A Specific Rubric
Document-Based Question—August 2006

Document 1

Step on it, Doc!



Source: Justus, *Minneapolis Star*, 1947 (adapted)

1 According to this cartoonist, why was Congress rushing to the aid of Western Europe?

Score of 1:

- States a reason the cartoonist thought Congress was rushing to the aid of Western Europe
Examples: communism is bringing chaos to Western Europe; Western Europe was being threatened; Western Europe needed America's help; the United States was in a race against time to save Western Europe

Score of 0:

- Incorrect response
Examples: Western Europe needed medical supplies; too many babies were being born; communism was spreading from the United States to Western Europe
- Vague response that does not answer the question
Examples: Congress had to step on it; chaos; help was needed
- No response

Document 2a

This excerpt is from a telegram sent to the Soviet Ambassador to the United States from the Acting Secretary of State in September 1948. A copy of this telegram was sent to President Harry Truman on September 27, 1948.

1. The Governments of the United States, France and the United Kingdom, conscious of their obligations under the charter of the United Nations to settle disputes by peaceful means, took the initiative on July 30, 1948, in approaching the Soviet Government for informal discussions in Moscow in order to explore every possibility of adjusting a dangerous situation which had arisen by reason of measures taken by the Soviet Government directly challenging the rights of the other occupying powers in Berlin. These measures, persistently pursued, amounted to a blockade of land and water transport and communication between the Western Zones of Germany and Berlin which not only endangered the maintenance of the forces of occupation of the United States, France and the United Kingdom in that city but also jeopardized the discharge by those governments of their duties as occupying powers through the threat of starvation, disease and economic ruin for the population of Berlin. . . .

Source: Telegram from United States Department of State to President Truman, September 27, 1948

2a According to this passage, what action taken by the Soviet Union created tensions between the Soviet government and the governments of the United States and its Allies?

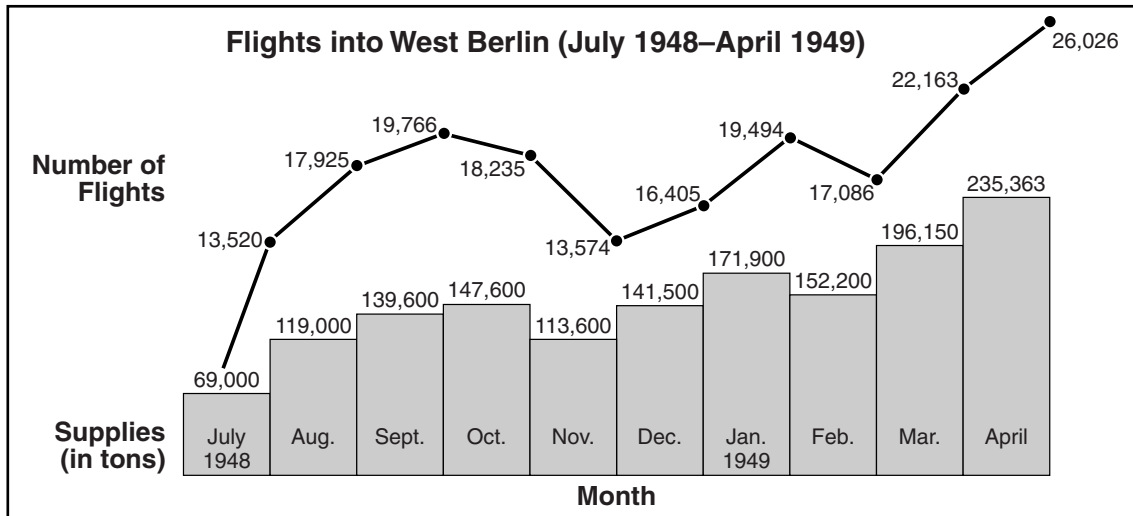
Score of 1:

- States an action taken by the Soviet Union that created tensions between the Soviet government and the governments of the United States and its Allies
Examples: they blockaded the city of Berlin; the Soviets blockaded transportation and communication between Western Zones of Germany and Berlin; they took measures amounting to a blockade; they endangered the maintenance of occupation forces; they threatened West Berlin with starvation; the Soviet government directly challenged the rights of occupying powers

Score of 0:

- Incorrect response
Examples: they transmitted communications; they held informal discussions in Moscow
- Vague response that does not answer the question
Examples: they took measures; threatening statements
- No response

Document 2b



Source: Eric Morris, *Blockade*, Stein & Day (adapted)

2b According to this graph, what action was taken by the United States and its Allies in response to the events described in Document 2a?

Score of 1:

- Identifies an action taken by the United States and its Allies in response to the events described in Document 2a

Examples: flights were sent into West Berlin; supplies were sent to West Berlin; the United States and its Allies kept West Berlin supplied with necessary goods; the United States and its Allies started an airlift

Note: The Soviet blockade of Berlin began on June 24, 1948 with the first United States airlift flights on June 26, 1948. The Soviet blockade was lifted on May 12, 1949, but the airlift continued through September 1949 in order to build up supply levels in Berlin.

Score of 0:

- Incorrect response
Examples: planes could only fly to Berlin between 1948 and 1949; flights to West Berlin steadily decreased
- Vague response that does not answer the question
Examples: supplies; winter was not a good time to fly
- No response

Document 3

... NATO was simply a necessity. The developing situation with the Soviet Union demanded the participation of the United States in the defense of Western Europe. Any other solution would have opened the area to Soviet domination, contrary to the interests of the United States and contrary to any decent world order. At the time of the signing of the pact, April 4, 1949, I do not believe that anyone envisaged [imagined] the kind of military setup that NATO evolved into and from which de Gaulle withdrew French forces in 1966. It [NATO] was, rather, regarded as a traditional military alliance of like-minded countries. It was not regarded as a panacea [cure] for the problems besetting [affecting] Europe, but only as an elementary precaution against Communist aggression. . . .

Source: Charles E. Bohlen, *Witness to History, 1929–1969*, W. W. Norton & Company, 1973

3 According to this document, why was the North Atlantic Treaty Organization (NATO) necessary?

Score of 1:

- States a reason the North Atlantic Treaty Organization (NATO) was considered necessary
Examples: a developing situation with the Soviet Union demanded the participation of the United States in the defense of Western Europe; Soviet domination of Western Europe had to be prevented; a precaution against communist aggression was needed; needed to prevent Soviet domination of the area

Score of 0:

- Incorrect response
Examples: the Soviet Union demanded it; de Gaulle withdrew French forces
- Vague response that does not answer the question
Examples: the situation was developing; it was traditional; it would solve the problems of Europe
- No response

Document 4

Initial newspaper stories concerning Senator McCarthy's speech in Wheeling, West Virginia reported that the Senator said he knew of 205 communists in the State Department. Senator McCarthy later told the Senate he had used the number 57 in Wheeling. He placed this account of his Wheeling speech in the *Congressional Record*.

... This, ladies and gentlemen, gives you somewhat of a picture of the type of individuals who have been helping to shape our foreign policy. In my opinion the State Department, which is one of the most important government departments, is thoroughly infested with Communists.

I have in my hand 57 cases of individuals who would appear to be either card carrying members or certainly loyal to the Communist Party, but who nevertheless are still helping to shape our foreign policy.

One thing to remember in discussing the Communists in our government is that we are not dealing with spies who get 30 pieces of silver to steal the blueprints of a new weapon. We are dealing with a far more sinister type of activity because it permits the enemy to guide and shape our policy. . . .

Source: Senator Joseph R. McCarthy, Speech, February 9, 1950, Wheeling, West Virginia, in *Congressional Record*, 81st Congress, 2nd Session

4 According to this document, what did Senator McCarthy suggest about communist influence in the United States government?

Score of 1:

- Identifies a suggestion made by Senator McCarthy about communist influence in the United States government

Examples: State Department was infested with Communists; Communists were helping to shape America's foreign policy; many government employees appear to be loyal to the Communist Party; sinister activity of Communists in the State Department permits the enemy to shape our policy

Score of 0:

- Incorrect response
Examples: Communist Party members must carry cards; Communist Party members are loyal; spies are paid to steal blueprints
- Vague response that does not answer the question
Examples: the State Department is an important government department; there were fifty-seven cases
- No response

Document 5

. . . The attack upon Korea makes it plain beyond all doubt that Communism has passed beyond the use of subversion to conquer independent nations and will now use armed invasion and war. It has defied the orders of the Security Council of the United Nations issued to preserve international peace and security. In these circumstances the occupation of Formosa [Taiwan] by Communist forces would be a direct threat to the security of the Pacific area and to United States forces performing their lawful and necessary functions in that area.

Accordingly I have ordered the Seventh Fleet to prevent any attack on Formosa. As a corollary of this action I am calling upon the Chinese Government on Formosa to cease all air and sea operations against the mainland. The Seventh Fleet will see that this is done. The determination of the future status of Formosa must await the restoration of security in the Pacific, a peace settlement with Japan, or consideration by the United Nations. . . .

— President Harry Truman, Press Release, June 27, 1950

5a Based on this document, state *one* reason given by President Truman to justify his concern about communism.

Score of 1:

- States a reason given by President Truman to justify his concern about communism
Examples: Communists will use armed invasion/war to conquer independent nations; Formosa falling to Communist forces would be a direct threat to the security of the Pacific area; the attack on Korea; the Communists defied orders of the Security Council

Score of 0:

- Incorrect response
Examples: Communists preserve peace and security; Taiwan was a direct threat; the United Nations defied orders
- Vague response that does not answer the question
Examples: orders have been defied; the Pacific area; determination of future status
- No response

5b According to this document, state *one* action President Truman took after the attack on Korea?

Score of 1:

- States an action President Truman took after the attack on Korea
Examples: he ordered the Seventh Fleet to prevent an attack on Formosa; he was willing to use armed forces to stop communist expansion; he called upon the Chinese government on Formosa to stop all air/sea operations against the mainland

Score of 0:

- Incorrect response
Examples: he ordered troops to take over Formosa; he determined the future status of Formosa; he declared war on Japan; wait for restoration of security in the Pacific
- Vague response that does not answer the question
Examples: the Seventh Fleet; peace settlement with Japan; wait for consideration by the United Nations
- No response

Document 6a

... Our unity as a nation is sustained by free communication of thought and by easy transportation of people and goods. The ceaseless flow of information throughout the Republic is matched by individual and commercial movement over a vast system of inter-connected highways criss-crossing the Country and joining at our national borders with friendly neighbors to the north and south. ...

Source: President Dwight D. Eisenhower, message to Congress, February 22, 1955

Document 6b

... In case of an atomic attack on our key cities, the road net must permit quick evacuation of target areas, mobilization of defense forces and maintenance of every essential economic function. But the present system in critical areas would be the breeder [cause] of a deadly congestion within hours of an attack. ...

Source: President Dwight D. Eisenhower, message to Congress, February 22, 1955 (adapted)

6 Based on these documents, state *two* reasons President Eisenhower believed that the Interstate Highway System was important to national defense.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* reason that President Eisenhower believed that the Interstate Highway System was important to national defense
Examples: it would make it easier to move defense equipment; people could be evacuated quicker; transportation of people and/or goods would be easy; present system could cause deadly congestion within hours of attack; essential economic functions could be maintained; new highways would sustain free communication

Score of 0:

- Incorrect response
Examples: communication of thought is free; individuals and commerce move; key cities have been attacked; target areas must be mobilized
- Vague response that does not answer the question
Examples: the north and south are friendly neighbors; people and goods
- No response

Document 7

. . . When the air-raid siren sounded, our teachers stopped talking and led us to the school basement. There the gym teachers lined us up against the cement walls and steel lockers, and showed us how to lean in and fold our arms over our heads. Our small school ran from kindergarten through twelfth grade. We had air-raid drills in small batches, four or five grades together, because there was no room for us all against the walls. The teachers had to stand in the middle of the basement rooms: those bright Pittsburgh women who taught Latin, science, and art, and those educated, beautifully mannered European women who taught French, history, and German, who had landed in Pittsburgh at the end of their respective flights from Hitler, and who had baffled us by their common insistence on tidiness, above all, in our written work.

The teachers stood in the middle of the room, not talking to each other. We tucked against the walls and lockers: dozens of clean girls wearing green jumpers, green knee socks, and pink-soled white bucks. We folded our skinny arms over our heads, and raised to the enemy a clatter of gold scarab bracelets and gold bangle bracelets. . . .

Source: Annie Dillard, *An American Childhood*, Harper & Row

7 According to this document, state *one* way schools were affected by the threat of communism.

Score of 1:

- States one way schools were affected by the threat of communism
Examples: schools had to have air-raid drills; classes were interrupted by air-raid sirens; teachers stopped teaching during air-raid drills

Score of 0:

- Incorrect response
Examples: schools went from kindergarten through twelfth grade; students had to stop wearing noisy bracelets; teachers stayed in the classroom; written work was not important; teachers insisted on tidiness in written work
- Vague response that does not answer the question
Examples: teachers stood; grades were together
- No response

Document 8

. . . Our safety, and that of the free world, demand, of course, effective systems for gathering information about the military capabilities of other powerful nations, especially those that make a fetish [obsessive habit] of secrecy. This involves many techniques and methods. In these times of vast military machines and nuclear-tipped missiles, the ferreting [finding] out of this information is indispensable to free world security.

This has long been one of my most serious preoccupations. It is part of my grave responsibility, within the over-all problem of protecting the American people, to guard ourselves and our allies against surprise attack.

During the period leading up to World War II we learned from bitter experience the imperative [absolute] necessity of a continuous gathering of intelligence information, the maintenance of military communications and contact, and alertness of command.

An additional word seems appropriate about this matter of communications and command. While the Secretary of Defense and I were in Paris, we were, of course, away from our normal command posts. He recommended that under the circumstances we test the continuing readiness of our military communications. I personally approved. Such tests are valuable and will be frequently repeated in the future.

Moreover, as President, charged by the Constitution with the conduct of America's foreign relations, and as Commander-in-Chief, charged with the direction of the operations and activities of our Armed Forces and their supporting services, I take full responsibility for approving all the various programs undertaken by our government to secure and evaluate military intelligence.

It was in the prosecution [carrying out] of one of these intelligence programs that the widely publicized U-2 incident occurred.

Aerial photography has been one of many methods we have used to keep ourselves and the free world abreast of major Soviet military developments. The usefulness of this work has been well established through four years of effort. The Soviets were well aware of it. Chairman Khrushchev has stated that he became aware of these flights several years ago. Only last week, in his Paris press conference, Chairman Khrushchev confirmed that he knew of these flights when he visited the United States last September. . . .

Source: President Dwight D. Eisenhower, Address, May 25, 1960,
Public Papers of the Presidents of the United States: Dwight D. Eisenhower 1960–1961

8 Based on this document, state *two* reasons given by President Eisenhower for gathering information about the Soviet military.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* reason that President Eisenhower gave for gathering information about the Soviet military
Examples: for our safety; to protect the free world; we need to find out about the military capabilities of other nations; it is indispensable to free world security; to guard ourselves and our allies against surprise attack; to protect the American people

Score of 0:

- Incorrect response
Examples: Krushchev's visit to the United States; the Secretary of Defense was in Paris; the free world has information; Krushchev knew about the U-2 flights
- Vague response that does not answer the question
Examples: nations are powerful; they have many techniques/methods
- No response

United States History and Government
Content-Specific Rubric
Document-Based Question
August 2006

Historical Context: Following World War II, the United States and the Soviet Union emerged as rival superpowers. This rivalry led to a period known as the Cold War. During the first fifteen years of the Cold War (1945–1960), the threat of communism presented many different challenges to the United States.

Task: Discuss how the threat of communism during the Cold War affected the United States in the period from 1945 to 1960

Scoring Notes:

1. In this document-based essay, the response should address *more than one* effect of the threat of communism in the United States during the Cold War in the period from 1945 to 1960.
2. The discussion of how the threat of communism during the Cold War affected the United States need not cover the entire time period between 1945 and 1960.
3. Issues before 1945 and after 1960 may be used to support the discussion.
4. How the threat of communism during the Cold War affected the United States in the period from 1945 to 1960 depends on the student's point of view. However, this view should be supported by accurate historical facts and examples in the discussion.
5. The response may discuss effects on the United States itself *or* effects of United States involvement in other countries or regions.
6. For the purpose of meeting the criteria of using *at least five* documents in the response, document 2a and 2b and documents 6a and 6b may be counted as separate documents *if* the response uses specific facts from each of the documents.

Score of 5:

- Thoroughly develops the task evenly and in depth by discussing how the threat of communism during the Cold War affected the United States in the period from 1945 to 1960
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., links the formation of NATO as a result of Soviet activities in Western Europe to the controversy created in the United States over the abandonment of isolationist policies; links fears of Soviet expansion in Western Europe and Asia to fears of communist infiltration of the United States government and early public support for McCarthy's activities
- Incorporates relevant information from *at least five* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to how the threat of communism during the Cold War affected the United States in the period from 1945 to 1960 (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., Truman Doctrine; Marshall Plan; division of Germany by the Allied powers; division of Berlin; Berlin Airlift; NATO; collective security; Warsaw Pact; McCarthy hearings; Red Scare; loyalty oaths; Rosenberg trials
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops the task by discussing how the threat of communism during the Cold War affected the United States in the period from 1945 to 1960; however, historical information that supports the topic may not be as thorough as in a Level 5 paper
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., connects Soviet activities in Berlin to support for a collective security agreement among noncommunist nations; discusses the role played by McCarthy in exploiting Cold War fears and the public and political response
- Incorporates relevant information from *at least five* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

- Develops the task with little depth by discussing how the threat of communism during the Cold War affected the United States in the period from 1945 to 1960
- Is more descriptive than analytical (applies, may analyze, and/or evaluate information)
- Incorporates some relevant information from some of the documents
- Incorporates limited relevant outside information
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

Score of 2:

- Minimally develops the task with some discussion about how the threat of communism during the Cold War affected the United States in the period from 1945 to 1960
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Incorporates limited relevant information from the documents *or* consists primarily of relevant information copied from the documents
- Presents little or no relevant outside information
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 1:

- Minimally develops the task by mentioning how the threat of communism during the Cold War affected the United States in the period from 1945 to 1960
- 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

Doc	<i>Key Ideas from Documents</i>	<i>Relevant Outside Information</i> (This list is not all-inclusive.)
1	Threat of communist expansion results in congressional aid to Western Europe	<p>Economic problems in war-torn nations leading to communist takeovers</p> <p>Churchill’s “iron curtain” speech warning of Soviet expansionary tendencies (Eastern Europe, satellite nations)</p> <p>Kennan’s theory about Soviet expansionism influencing development of containment policy</p> <p>Specific details about the Truman Doctrine (Greece and Turkey)</p> <p>Containment policies designed for Western Europe (specific details about the Marshall Plan) and other strategic areas</p> <p>Congressional and public debates over expense of programs, violation of isolationist tradition, and possible antagonism of the Soviet Union</p> <p>Recovery of European nations leading to economic growth in the United States</p>
2	<p>Forces of occupation must be maintained in Berlin</p> <p>Duties of occupying powers in Berlin jeopardized by Soviet blockade of land and water transport and of communication between Western Zones of Germany and Berlin</p> <p>United States started flights to West Berlin to deliver supplies</p>	<p>Location of West Berlin in East Germany and within Soviet sector</p> <p>Currency reform and four-power control issues led Soviets to blockade access to Berlin</p> <p>Delivering food, medicine, fuel, and other supplies by Berlin airlift, which led to the end of the blockade</p> <p>Berlin as an issue during the Eisenhower administration (Paris Summit)</p>
3	Defense of Western Europe and the protection of United States interests require participation in the North Atlantic Treaty Organization (NATO)	<p>First formal United States military alliance since 1778</p> <p>Congressional and public debate over abandonment of Washington’s Farewell Address advice about entangling alliances, cost to taxpayers, and constitutional issues regarding presidential power</p> <p>Polarization of Cold War—Soviet Union response of Warsaw Pact</p>
4	Senator Joseph McCarthy alleges Communist influence in government	<p>Increasing American fears of communism—Soviet development of atomic bomb, fall of China to Communists, Alger Hiss, House Un-American Activities Committee, arrest of Soviet spies, Julius and Ethel Rosenberg; <i>Watkins v. United States</i> (1957)</p> <p>Political parties use of fear to further their own interests</p> <p>Resignations and dismissals of government employees as a result of Truman’s Loyalty Review Board</p> <p>Requirement of loyalty oaths by many employers</p> <p>Blacklisting of actors, actresses, screenwriters, producers, and directors (Hollywood Ten)</p> <p>Concerns over civil liberties violations (Miller’s <i>The Crucible</i> and the comparison of Salem witch trials)</p> <p>Connection to post–World War I Palmer Raids</p> <p>Public reevaluation of Senator McCarthy as a result of televised Army-McCarthy hearings and ongoing general coverage by journalists such as Edward R. Murrow</p> <p>Continued influence of McCarthy on American culture (<i>Good-bye and Good Luck</i>)</p>

Doc	<i>Key Ideas from Documents</i>	<i>Relevant Outside Information</i> (This list is not all-inclusive.)
5	Attack on Korea used to justify the Seventh Fleet's activities in the Pacific Occupation of Formosa (Taiwan) would threaten security of the Pacific area and United States forces	North Korean Communists crossing 38th parallel and attacking South Korea Truman ordering massive military buildup United Nations Security Council condemning aggression and United States troops playing a large role in Korean War Debate about overseas commitments over length of war, heavy casualties, and costs Restoration of 38th parallel but Communists not "rolled back" MacArthur attack at Inchon—MacArthur's dismissal by Truman Undeclared war as an issue of presidential power Continuation of United States troop presence in the Korean peninsula Expanded containment policies in Asia; later influence of the domino theory (increased military and economic aid to South Vietnam) Security agreements (SEATO, ANZUS)
6	National security requires an interconnected system of highways that provides easy transportation of people and goods	Interstate Highway Act of 1956—construction of interstate highways Increased employment opportunities in construction jobs Growth of trucking industry Increased suburbanization
7	School children prepared for possible enemy attack, using air-raid drills Interruption of school instruction	Fear of communism—instilled in early childhood and reinforced throughout the school experience "Duck and cover" drills—routine in schools and businesses Construction of air-raid shelters and backyard bomb shelters Sputnik—emphasis on science and mathematics (National Defense Education Act)
8	Importance of intelligence gathering for United States and free world security is stressed by President Eisenhower (U-2 program)	End of 1960 Paris Summit hopes— U-2 incident Cuban Revolution of 1959 and fear of communist expansion in Western Hemisphere Soviet nuclear capability and Sputnik—issues in the 1960 election: "Missile Gap" Increase in Central Intelligence Agency's (CIA) covert activities

Between the years 1945 and 1960, the United States was facing a large dilemma. A cold war had erupted between the US and USSR. This cold war did not see much direct fighting between Soviet and American forces, but rather involved indirect confrontations. Like a normal war, the Cold War took its toll on America. Although the Cold War was a period of high tensions between the U.S. and USSR, the threat posed by Communist Russia affected America both home and abroad.

The year 1945 saw the surrender of Germany and Japan, marking the end of World War II. The major allies, America, Britain, France, and the Soviet Union rejoiced, but the glue holding their friendship together dissipated quickly. Mutual suspicions wrecked havoc on both the Democracies and Communists. Stalin distrusted America and Britain for postponing the invasion of Normandy. The Democracies lost faith in Stalin when he failed to provide free elections in the liberated East Europe. Thus, tensions rose between the two camps, and continued to do so as time progressed.

At home, Communism was feared in America. People had the impression that the Soviets were devils and dictators thirsting for the extinction of capitalism and democratic way. Demagogues took advantage of these years to rouse support for their own goals. One man who did so was Senator McCarthy. As shown in doc. 4, Senator McCarthy wildly raged that Soviet spies had infiltrated the State Department and were re-directing it to support Communism

abroad. ^{Senator} ~~Senator~~ McCarthy's allegations were, in many cases untrue. The lives and reputation of hundreds were ruined by McCarthy's verbal attacks. Unfortunately for him, attacking the proud U.S. Army was a step too far and he was basically ignored soon after. The threat of Communism wasn't just felt on Capital Hill, but as shown in Doc. 7, was also a frequent cause for alarm in America's schools. All of these school children had to practice air raid drills in order to prepare for a Soviet attack. By the time this program was implemented around the nation, the USSR already had atom bombs. Hiding under desks and in hallways won't do much to protect someone from the blast, let alone the nuclear fallout. However, the precautions these people took helped to dispel the fears evident in the minds of Americans that the Soviets would someday attack. Lastly, the White House took action to protect Americans. Under President Eisenhower, an Interstate Highway System was implemented, as ^{shown in} ~~(a show)~~ Doc. 6. The IHS was revolutionary because it would allow American forces to be mobilized about anywhere and would also provide for quick evacuations. The willingness of the federal gov't to provide the millions of dollars for this project allowed for the development of our very own Northway in New York, and showed the precautions Americans were willing to take in the event America was invaded by Soviets. America also faced challenges abroad, especially in that of its foreign policy.

After the conclusion of World War II, America gleamed like a prize bull and the Soviet Union thirsted to spread its ideals. To prevent this

profligation of Marxism, America undertook a brave task. As shown in Doc 1, America rushed ahead to Western Europe to protect or "cure" it of Soviet chaos. This program commonly went by the name, the Marshall Plan.

The Marshall Plan was an American supported program to help war battered nations get back on their feet and help maintain Democracy for them. This plan worked wonderfully helping to save Greece and Turkey from Communism and by putting W. Europe in a long economic boom. However, in Berlin, the Soviets had another plan. They knew America was trying to contain them, so they blockaded Berlin as shown in Doc. 2. America would not give up on West Berlin, so beginning in 1948, America and its allies airlifted supplies to West Berlin right over the Soviet blockade. Wisely not wanting a war, the Soviets didn't shoot the planes down and eventually lifted the blockade. Finally, as shown in Doc. 3, America helped forge an alliance with W. Europe to make NATO. NATO was a military alliance stating that an attack on one of them would be interpreted as an attack on all of them. America showed through this act that it would do anything to unite the world against communist expansion. NATO was followed with SEATO to limit Communist expansion in Asia.

Despite the fact that Communism and Democracy are simply different ideologies, each proposing the best for its people, suspicion and fears accumulated. In America, paranoia at home and political action abroad helped to exemplify the severity America was forced to take on the Cold War and the fears it had to face. By effecting both home and abroad, the Cold War shaped America for years to come.

Anchor Level 5-A

The response:

- Thoroughly develops the task evenly and in depth by discussing how the threat of communism during the Cold War affected the United States in the period from 1945 to 1960
- Is more analytical than descriptive (the Cold War did not see much direct fighting between Soviet and American forces, but rather involved indirect confrontations; like a normal war, the Cold War took its toll on America; Americans had the impression that the Soviets were devils and dictators thirsting for the extinction of capitalism and the democratic way; demagogues like McCarthy took advantage of American fears to rouse support for their own goals; hiding under desks and in hallways will not do much to protect someone from the blast, let alone a nuclear fallout; precautions helped to dispel the fears evident in the minds of Americans that the Soviets would someday attack; America gleamed like a prize bull and the Soviet Union thirsted to spread its ideals)
- Incorporates relevant information from documents 1, 2, 3, 4, 6, and 7
- Incorporates substantial relevant outside information (1945 saw the surrender of Germany and Japan, marking the end of World War II; major allies of America, Britain, France, and the Soviet Union rejoiced with the end of World War II, but the glue holding their friendship together dissipated quickly; Stalin distrusted America and Britain for postponing the invasion of Normandy; democracies lost faith in Stalin when he failed to provide for elections in the liberated Eastern Europe; McCarthy attacking the proud United States Army was a step too far; USSR had developed atomic bombs; Marshall Plan was an American-supported program to help war-battered nations get back on their feet and to help maintain democracy for them; Marshall Plan helped to save Greece and Turkey from communism)
- Richly supports the theme with many relevant facts, examples, and details (Senator McCarthy's allegations were in many cases untrue; lives and reputations of hundreds were ruined by McCarthy's verbal attacks; threat of communism was a frequent cause for alarm in American schools; school children had to practice air-raid drills to prepare for Soviet attack; Interstate Highway System would allow American forces to be mobilized about anywhere and would also provide for quick evacuations; Soviets blockaded Berlin; America and its Allies airlifted supplies to West Berlin and the Soviets eventually lifted the blockade; NATO was a military alliance stating that an attack on one of them would be interpreted as an attack on all of them)
- Demonstrates a logical and clear plan of organization; includes an introduction that sets the stage for discussing how the Cold War affected America both home and abroad and a conclusion that refers to the future impact of the Cold War

Conclusion: Overall, the response fits the criteria for Level 5. The inclusion and placement of specific historical events sets up an effective chronology that highlights the reasons for tensions between the United States and the Soviet Union. Documents are effectively used to make historical transitions throughout the narrative.

During the Cold War, fear of communism plagued the U.S. This fear shaped the lives and times of the country and its citizens. Between 1945 and 1960, both U.S. domestic and foreign policies were dictated by involvement in the Cold War.

One of the biggest effects the fear of communism had after WWII was the rise of McCarthyism. Senator Joseph McCarthy led a witch-hunt-like craze through the government to root out suspected communists (Doc 4). As more and more people were accused, the hysteria increased. The government was powerless to stop the rampant forces of McCarthyism because government officials feared that criticizing McCarthy's tactics would result in their being accused. The Manchurian Candidate, a movie from the 1960's, illustrated the effect that the Cold War had upon the U.S. along with the consequences of McCarthyism which seemed to threaten American civil liberties. However, McCarthyism began subsiding after the Army McCarthy hearings were televised and conditions returned closer to normalcy. Fear and hysteria still existed, however, with the looming threat of attack. Schools conducted air raid drills (Doc 7), families built bomb shelters, and every person felt the weight of the Cold War upon them. Not all domestic effects of the Cold War were negative, though. The U.S. government saw the need for things such as a comprehensive interstate road network (Doc 6a+b) and increased funding for science and math in education especially after the Soviets launched Sputnik. Domestic policy was not the only thing influenced by the Cold War.

The events of the Cold War occupied almost all of the U.S.'s foreign policy decisions. Directly after WWII, the U.S. turned to Western Europe to provide support for the war-torn nations through the Marshall Plan and therefore to prevent the rise of communism (Doc 1). President Truman also issued

the Truman Doctrine, saying that the US would provide assistance to any nation threatened by Communism. This proclamation was utilized in both Turkey and Greece but eventually led to containment efforts in Asia. The situation in Europe involved more than just protection against the possibilities of Communism, however. As Winston Churchill said, an "iron curtain" descended and Europe was split into two opposing camps. To combat the USSR and its satellite nations, the nations of Western Europe and the US and Canada formed NATO, a military alliance to protect themselves and combat their foes (Doc 3). Afterwards, the USSR and its puppet regime nations formed the Warsaw Pact. Lastly, another important situation involved Berlin. When the USSR blockaded the western zone of Berlin from its Allied protectors, the US, France, and the UK had to take action (Doc 2a). These nations ~~la~~ launched the Berlin airlift, flying supplies to the West Berliners, even after the USSR removed its blockade (Doc 2b). Another area that the Cold War dictated foreign affairs was in Asia immediately after WWII. The US worked to rebuild Japan and stationed permanent troops there. Japan adopted a Western style government and succeeded in recovering. Today, it is a highly industrialized nation and important trading partner for the US. In 1949, however, China fell to Communism, giving the US another huge foe. As the US became obsessed with the containment of communism, it became involved in many situations, including the Korean War. This war involved many men and supplies from the US but succeeded in containing communism. However, the US's reputation was later tainted in Vietnam and it was unable to fully defeat communism. Asia was an area of much tension and fighting later in the Cold War.

Anchor Paper – Document–Based Essay—Level 5 – B

Overall, the Cold War and fear of communism had a huge impact upon both domestic and foreign affairs. From 1945 to 1960, the US was involved in many things and faced many foes, both at home and abroad. Yet, through all of this, the US persevered, refusing to give in to communism or the fear of communism.

Anchor Level 5-B**The response:**

- Thoroughly develops the task evenly and in depth by discussing how the threat of communism during the Cold War affected the United States in the period from 1945 to 1960
- Is more analytical than descriptive (McCarthy led a witch-hunt-like craze through the government to root out suspected communists; hysteria increased as more and more people were accused; government was powerless to stop the rampant forces of McCarthyism because government officials feared that criticizing his tactics would result in their being accused)
- Incorporates relevant information from documents 1, 2, 3, 4, 6, and 7
- Incorporates substantial relevant outside information (*Manchurian Candidate* was a movie that illustrated the effect that the Cold War had on the United States; McCarthyism seemed to threaten American civil liberties; McCarthyism began subsiding after the Army-McCarthy hearings were televised and conditions returned closer to normalcy; families built bomb shelters; federal funding for math and science education was increased, especially after the Soviets launched Sputnik; Marshall Plan provided support for war-torn nations in Europe to prevent the rise of communism; Truman Doctrine which stated that the United States would provide assistance to any nation threatened by communism provided aid for Greece and Turkey and eventually led to containment efforts in Asia; Winston Churchill stated an “iron curtain” had descended on Europe and it was divided into two opposing camps; USSR and its puppet regime nations formed the Warsaw Pact; immediately after World War II, the United States worked to rebuild Japan; in 1949, China fell to communism giving the United States another huge foe; United States reputation was later tainted in Vietnam when it was unable to fully defeat communism)
- Richly supports the theme with many relevant facts, examples, and details (schools conducted air-raid drills; comprehensive interstate road network; NATO was a military alliance; USSR blockaded the Western Zone of Berlin from its Allied protectors; Berlin airlift flew supplies to the West Berliners)
- Demonstrates a logical and clear plan of organization; includes an introduction that divides the fear of communism into its influence on domestic and foreign policies and a conclusion that states that the United States persevered, refusing to give in to the fear of communism

Conclusion: Overall, the response fits the criteria for Level 5. The integration of outside information and document information demonstrates a good understanding of Cold War events. Sophisticated analysis and evaluation of factors contributing to global tensions characterize the response.

At the end of world war II in 1945, the only two major powers left were United States and the Soviet Union. Tensions between the two nations began as early as the Yalta and Potsdam Conferences. Even though the US was the first to drop the atomic bomb, two on Japan during world war II, the Soviet Union was catching up technologically and had developed their own atomic bomb and the threat of the spread of Communism was beginning to grow. Communism affected our foreign policies, ended our isolationist policies and changed everyday life for Americans.

During Harry S. Truman's presidency the policy of containment began. In response to the Greek Civil War, the Truman Doctrine was issued which said aid would be provided to any nation under communist aggression to end the spread of communism. This policy of containment was furthered with the Marshall Plan, which provided economic aid to war-torn nations of Europe fighting against communist aggression. In 1948 the Soviet ^(DOK1) blockaded west Berlin from its suppliers, the Allies, which were the US, Great Britain and France. In an effort to force the Allies to surrender the city, the Soviets used the "threat of starvation, disease, and economic ruin" (DOK2a). Implementing his policy of containment, Truman and the Allies initiated the

Berlin Airlift, in which much needed supplies were airlifted ~~Berlin~~ into west Berlin (Doc 2b). This proved successful because the Soviets ended the blockade in 1949. East Germany and the other satellite countries remained under Soviet control.

Under the constant threat of the spread of Communism, the US began to abandon its isolationist policies in its foreign relations. In 1949, the North Atlantic Treaty organization or NATO, which was a security agreement, signed by the US and other non-communist nations "as an elementary precaution against Communist aggression" (Doc 3). This was after the United States had become a permanent member of the security council of the United Nations. As part of the UN military force, the US responded to the "attack on Korea" and further threats of communism in Formosa by sending the Seventh Fleet to protect Formosa from attack (Doc 5). The US also became involved in a Korean war, which led to a ceasefire in 1953, and the division of North and South Korea at the 38th parallel remained. The US continues a significant military presence in the area today.

The fear of Communism permeated all aspects of American life from Congress to schools. In 1950, Senator Joseph McCarthy accused 57 officials in the State Department of being Communists (Doc 4). He continued to accuse people on no grounds and resulted in a Red Scare, which culminated

in the controversial execution of Ethyl and Julius Rosenberg who President Eisenhower refused to pardon. President Eisenhower also supported the creation of an Interstate Highway System to allow quick evacuation of major cities in case of a nuclear bomb attack (DOC 66). Even in schools, the fear of a communist attack led to constant air-raid drills to teach the students how to protect themselves through "duck and cover" drills and movement to bomb shelters (DOC 7).

The threat of Communism during the early Cold War period led to drastic changes in the United States foreign policy and homeland security. The fear of communism did not end in 1960, but only escalated until in the early 1960's, the Berlin Wall physically separating East and West Berlin was erected in a response to a conflict between Khrushchev and President Kennedy. The Cuban Missile Crisis led to a direct "hot" line between the White House and the Soviets. The Cold War tensions began to lessen with Nixon's policy of détente only to increase under Reagan's administration Star Wars and then finally end in 1991 under President Bush.

Anchor Level 4-A

The response:

- Develops the task by discussing how the threat of communism during the Cold War affected the United States in the period from 1945 to 1960
- Is both descriptive and analytical (in an effort to force the Allies to surrender West Berlin, the Soviets used the threats of starvation, disease, and economic ruin; under the constant threat of the spread of communism, the United States began to abandon its isolationist policies; fear of communism permeated all aspects of American life from Congress to schools; threat of communism led to drastic changes in foreign policy and homeland security; fear of communism did not end in 1960 but rather escalated)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, 6, and 7
- Incorporates relevant outside information (tensions began as early as the Yalta and Potsdam conferences; the United States was the first to drop the atomic bomb, two of them on Japan; isolationist policies were ended; policy of containment began during Truman's presidency; Truman Doctrine issued in response to the Greek civil war; policy of containment was furthered with the Marshall Plan, which provided economic aid to the war-torn nations of Europe; Soviets ended the blockade; East Germany and the other satellite countries remained under Soviet control; NATO was a collective security agreement; although the Korean War ended with a cease fire, the United States continues a significant military presence in the area today; Red Scare culminated in the controversial execution of Ethel and Julius Rosenberg when their pardon was refused by President Eisenhower; fear of communism led to "duck and cover" drills and movement to bomb shelters; Berlin Wall physically separated East and West Berlin; Cuban missile crisis led to a direct "hot" line between the White House and the Soviets; Cold War tensions began to lessen with Nixon's policy of détente)
- Supports the theme with relevant facts, examples, and details (in 1948, the Soviet Union blockaded West Berlin from its supplies; much needed supplies were airlifted into West Berlin; North Atlantic Treaty Organization (NATO) was signed by the United States and other noncommunist nations; Seventh Fleet sent to protect Formosa from attack; Senator Joseph McCarthy accused 57 officials in the State Department of being communist; creation of an Interstate Highway System to allow quick evacuation of major cities in case of a nuclear bomb attack; fear of a communist attack led to constant air-raid drills in schools)
- Demonstrates a logical and clear plan of organization; includes an introduction that traces the beginning of the Cold War and states that communism affected our foreign policies, ended our isolationist policies, and changed everyday life for Americans and a conclusion that lists events of the Cold War after 1960 to the end of the Cold War in 1991

Conclusion: Overall, the response fits the criteria for Level 4. The response does a good job of selecting key elements from the documents and integrating some relevant outside information. Using post-1960 historical events in the conclusion to evaluate the escalation of the Cold War after 1960 to its conclusion in 1991 contributes to the strength of the response.

After World War II, the threat of communism created problems for the United States and its Allies. The biggest United States rival that emerged as a super power after the war was the communist controlled USSR. Soon after the war, the U.S. and USSR entered a period of distrust that lasted several decades. Known as the Cold war, The threat of communism affected every aspect of American life during 1945, and continued until 1960 and beyond.

Shortly after the conclusion of World War II, the U.S., France, Britain, and the USSR divided Germany, and its capital Berlin, into four military districts. In 1948, USSR leader Stalin ^{ordered} ~~enacted~~ a blockade of West Berlin, which was composed of the democratically governed districts. The blockade was to be used as a device to make the US surrender its control of West Berlin. In Document 2a, the ~~the~~ US, France, and Britain arranged a meeting to "[adjust] a dangerous situation which had arisen by reason of measures taken by the [USSR] directly challenging the rights of the other occupying powers in Berlin. These measures... amounted to a blockade of land and water transport..." In response to the Soviet threat to American control of West Berlin, the U.S. and its allies ordered airlifts of supplies to the isolated area. Hundreds of thousands of supplies were dropped throughout the blockade (Document 2b). Although the blockade was ended eventually, a wall was built to divide free West Berlin from communist controlled East Berlin that lasted for decades and symbolized the entire Cold War. The Berlin Wall served as a reminder of Cold War tensions.

The threat of communism endured, and the U.S. entered into a pact, NATO, in 1949 after the Berlin crisis. The U.S. felt that "any other solution would have opened the area to Soviet domination, contrary to the interests of the United States and contrary to any decent world order" (Doc 3). The Soviet Union responded with the Warsaw Pact. People throughout the U.S. were terrified of the possibility of a communist-dominated world. They felt that the U.S. had the responsibility to control the spread of communism. President Truman issued the Truman Doctrine which suggests that the U.S. would go anywhere and pay any price to stop the spread of communism as a response to communist threats in Greece and Turkey. This attitude of being the one responsible for the well-being of Western Europe is shown with the passage of the Marshall Plan in Document 1. Paranoia ensued, however, and a second Red Scare started with Senator McCarthy accusing many government officials of being communists. "In my opinion the State Department is thoroughly infested with communists... we are dealing with a far more sinister type of activity because it permits the enemy to guide and shape our policy" (Doc 4). McCarthy continued pointing fingers at suspected communists, but his credibility ended when he accused the Army of being composed of communists. During this time of continued accusations, school children were practicing what to do if an air raid siren sounded (Doc 07). The school day was interrupted to prepare for an emergency situation should the United States be attacked. This preparation for communist attacks was also used as justification for the building of an Interstate Highway System by President Eisenhower (Doc 06B). People needed to be able to evacuate in an emergency and troops needed to be mobilized

quickly in an attack. This led to the passage of the Highway Act in the late 1950s, and continued paranoia in the country.

The fear of communism not only affected domestic policy, but foreign policy as well. In the 1950s the US entered the Korean War to contain communism. Although "the attack upon Korea makes it plain beyond any doubt that communism has passed beyond the use of subversion to conquer independent nations..." (Doc 5) the war was unpopular at home. The US did not win the Korean War, and was successful in preventing the spread of communism in Southeast Asia. The US also tried to prevent communism from spreading by collecting intelligence about the USSR's military. In an address to Washington, President Eisenhower states that "...our safety and that of the free world demand of course, effective systems for gathering information about the military capabilities of other powerful nations..." (Doc 8). Eisenhower explains the necessity to collect information on nations such as the USSR to protect the safety of US citizens. The U-2 incident, in which an American spy plane was shot down by the USSR military, showed America's reliance on US intelligence gathering. This U-2 incident fueled tensions between the US and USSR and led to the cancellation of a scheduled summit meeting.

All aspects of American society were affected by the Cold War throughout the 1945-1960 time period. The paranoia and confusion that resulted from McCarthyism in the 1950s kept Americans on alert. Communism was seen as a clear and present danger to America and democracy, and led to Eisenhower, Kennedy, Johnson, and Nixon's involvement in Vietnam. Cold War tensions remained until the falling of the Berlin Wall in 1989 and the collapse of the USSR in 1991.

Anchor Level 4-B

The response:

- Develops the task by discussing how the threat of communism during the Cold War affected the United States in the period from 1945 to 1960
- Is both descriptive and analytical (blockade was used as a device to make the United States surrender its control of West Berlin; Berlin Wall served as a reminder of Cold War tensions; Americans were terrified of the possibility of a communist-dominated world; Americans felt that the United States had the responsibility to control the spread of communism; school day was interrupted to prepare for an emergency situation should the United States be attacked; people needed to be evacuated in an emergency and troops needed to be mobilized quickly in an attack; paranoia and confusion that resulted from McCarthyism in the 1950s kept Americans on alert)
- Incorporates relevant information from all the documents
- Incorporates relevant outside information (Stalin ordered a blockade of West Berlin; Berlin Wall lasted for decades and symbolized the entire Cold War; Soviet Union responded to NATO with the Warsaw Pact; Truman Doctrine suggests that the United States would go anywhere and pay any price to stop the spread of communism; Truman Doctrine issued in response to threats in Greece and Turkey; attitude of being the one responsible for the well-being of Western Europe is shown with the passage of the Marshall Plan; second Red Scare started with McCarthy's accusations; McCarthy's credibility ended when he accused the Army of being composed of Communists; United States entered the Korean War to contain communism; United States did not win the Korean War and was not successful in preventing the spread of communism; U-2 incident led to cancellation of a scheduled summit meeting)
- Supports the theme with relevant facts, examples, and details (Germany and the capital city of Berlin divided into four military districts after World War II; the United States and its Allies ordered airlifts of supplies to the isolated area; the United States entered into NATO after the Berlin crisis; McCarthy accused many government officials of being communists; communist attacks used as justification for Eisenhower's Interstate Highway System; United States collected intelligence about the USSR's military)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that discusses how the Cold War was a clear and present danger to America and democracy until the collapse of the USSR in 1991

Conclusion: Overall, the response fits the criteria for Level 4. Extensive quoting of document information does not detract from the overall effectiveness of the response. Analytical statements and outside information are interwoven to discuss the impact of the Cold War on events after 1960.

Following the end of World War II the United States was faced with many challenges, one of which was the threat of communism. The mutual distrust between the United States and the Soviet government led to a period known as the Cold War. During 1945 to 1960 the threat of Communism from the Cold War had a large affect on the United States.

At the end of World War II Western Europe was very chaotic. The United States was concerned that Communism could be a quick solution to the political and economic chaos. The goal was to contain Communism so the United States quickly rushed aid to Western Europe. The Marshall Plan, a huge aid package, is one example of this attempt. Document 1 illustrates the idea that we were trying to beat the Communists to Western Europe.

In the late 1940s the United States and its allies increased the amount of supplies that were sent to West Berlin which was located in Soviet controlled East Germany. They flew supplies in almost non-stop as a response to the Soviet blockade of West Berlin. In Document 2a the blockade of Berlin and the tensions it created are described.

By looking at Document 2.5 it is easy to see the drastic increase of airlifts and supplies going to Berlin. These airlifts were successful in ending the blockade and containing the Soviet Union's activities in Berlin ^{During the Cold War,} between 1945-1960 in particular, Communism had a large effect on how the government used its money. A lot of money was used to aid Western Europe's economic recovery.

The threat of Communism also led to many people in the U.S. being labeled as Communists. Hollywood was one area in which people were watched closely. Black-lists were created, and if someone was thought to be Communist, their name was put on it and they were unable to find work in the movie industry. actors, directors and producers were affected for decades.

In the 1950s the accusations spread to people in the government. Document 4 is a speech in which Senator McCarthy attempts to tell the American people about Communists in the government. Often he did not have any real proof of their membership in the Communist Party. Many times those who were accused were innocent. This became known as McCarthyism. People felt this was abusing their rights. The threat of Communism led to mistrust and interrogation of many people whose lives would never be the same.

Another result from the threat of Communism was the organization of NATO. As stated in Document 3, "NATO was simply a necessity." NATO was a pact between the U.S. and its allies, that an attack on one of them, was an attack on all of them. This was thought to be necessary in order to prevent Soviet Domination. This and the involvement in the U.K. were a clear sign that the days of isolationism were over. The threat of Communism and the determination to contain it led to U.S. involvement in foreign affairs.

The threat of Communism even affected the routine of school children. Schools had to conduct air-raid drills to prepare for the event of an attack. In Document 7 one woman recalls how the air-raid drills were conducted. Students had to cross their arms over their heads while leaning against lockers in the school basement. People were very afraid about attacks, and the memory of these ^{drills} did not fade quickly. Some families had bomb shelters in their backyards. This shows how everyone was affected by the threat of Communism.

The United States took many actions to prevent the spread of Communism. American people were affected by the threat of Communism during the Cold War.

Anchor Level 4-C

The response:

- Develops the task by discussing how the threat of communism during the Cold War affected the United States in the period from 1945 to 1960
- Is both descriptive and analytical (Western Europe was very chaotic at the end of World War II; United States was concerned that communism could be a quick solution to the political and economic chaos; goal was to contain communism so the United States used the Marshall Plan to quickly rush to the aid of Western Europe; much money was used to aid Western Europe's economic recovery and maintain troops; NATO was thought to be necessary in order to prevent Soviet domination; threat of communism and the determination to contain it led to involvement of the United States in foreign affairs; memory of air-raid drills did not fade quickly)
- Incorporates relevant information from documents 1, 2, 3, 4, and 7
- Incorporates relevant outside information (West Berlin was located in Soviet-controlled East Germany; blacklists were created, and if someone was thought to be communist, their name was put on it and they were unable to find work in the movie industry; actors, directors, and producers were affected for decades; McCarthy often did not have any real proof of Communist Party membership and many times the accused were innocent; NATO and involvement in the United Nations was a clear sign that the days of isolationism was over; some people had bomb shelters in their backyard)
- Supports the theme with relevant facts, examples, and details (in the late 1940s, the United States and its Allies increased the amount of supplies that were sent to West Berlin; supplies were flown almost non-stop as a response to the Soviet blockade of West Berlin; airlift was successful in ending the blockade and containing the Soviet Union; NATO was organized; threat of communism affected the routine of school children; schools had to conduct air-raid drills to prepare for the event of an attack)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 4. Good outside historical information adds to the superficial treatment of some document information. The summary conclusions that are drawn for each document are effective.

After Nazi Germany had been defeated in World War II, Communism became the new threat to the free world. Communism directly challenged any and all democratic authority. The United States felt that it was imperative that Communism stay out of already democratic areas, which started the era known as the Cold War. The Cold War forced America to change in both good and bad ways.

The USSR's blockade of ^{democratic} West Berlin violated the agreement of the treaty ending World War II. There was no way the Allies, minus the USSR, could fulfill its obligations in that area. The US then decided to send in supplies through an airlift. After the blockade started, flights into West Berlin increased enormously (Doc. 2B).

America was involving itself in foreign affairs after a war. In a further attempt to prevent Communist aggression, the US entered itself into NATO (Doc. 3). In this alliance, an attack on one is an attack on all. All that George Washington said about entangling alliances ~~was~~ no longer applied while Communism remained an active threat. The US also had to send in armed forces into Korea in 1950 to protect American interests there from Communism (Doc. 5). America was

spending a lot of time and money in response to this communist threat. The communist threat was also great at home. The threat of a communist missile attack against the US on US soil was very real and forced schools to perform air-raid drills (Doc. 7).

Everyday American life was greatly effected by the communist threat.

Another adverse domestic effect communism had on America was the threat of a communist takeover from within America. The talk of the possibility of communists working in the American gov't sparked the McCarthy hearings (Doc. 4). These hearings were serious threats to the civil liberties of Americans.

Many were jailed or denied employment simply because of their possible, slightly suspected, communist tendencies.

One good did come out of the communist threat, albeit roundabout. The main purpose of the Interstate Highway System was to facilitate the easy movement of missiles, weapons, troops, gov't officials, and citizens should the need arise (Doc. 6). For the time, the highway system was only for that purpose, but after the communist threat passed, the highway system remained. Its infrastructure is still used today. This was a positive effect of the communist threat.

The formation of alliances, sending in troops, violation

of civil rights at home and the general disruption of American life were effects of ^{the} Communist threat from 1945-1960. This period was marred with frightening moments, but the threat subsided. Communism is no longer as big a threat now as it was then.

Anchor Level 3-A

The response:

- Develops the task with little depth by discussing how the threat of communism during the Cold War affected the United States in the period from 1945 to 1960
- Is both descriptive and analytical (communism became the new threat to the free world; communism directly challenged any and all democratic authority; United States felt that it was imperative that communism stay out of already democratic areas; America was involving itself in foreign affairs after a war; in a further attempt to prevent Communist aggression, the United States entered into NATO; threat of a communist missile attack against the United States on United States soil was very real; an adverse domestic effect that communism had on America was the threat of a communist takeover from within America; McCarthy hearings were serious threats to the civil liberties of Americans; many Americans were jailed or denied employment simply because of their possible communist tendencies; the Cold War was marred with frightening moments, but the threat subsided)
- Incorporates some relevant information from documents 2, 3, 4, 5, 6, and 7
- Incorporates some relevant outside information (USSR blockade violated the agreement of the treaty ending World War II; an attack on one member of NATO is an attack on all; all that George Washington said about entangling alliances no longer applied while communism remained an active threat; United States also had to send in armed forces into Korea in 1950 to protect American interests from communism; the infrastructure of the highway system is still used today)
- Includes some relevant facts, examples, and details (USSR's blockade of democratic West Berlin; United States decided to send in supplies through an airlift; after the blockade started, flights into West Berlin increased enormously; schools performed air-raid drills; the possibility of communists working in the American government sparked the McCarthy hearings; main purpose of the Interstate Highway System was to facilitate the easy movement of missiles, weapons, troops, government officials, and citizens should the need arise)
- Demonstrates a satisfactory plan of organization; includes an introduction stating that communism replaced the threat of Nazi Germany and forced the United States to change and a conclusion listing the effects of the communist threat

Conclusion: Overall, the response fits the criteria for Level 3. A listing of Cold War events is balanced by an integration of outside information and an explanation of that information. The understanding that the Cold War had both positive and negative effects strengthens the response.

Following world War II, increasing tension between the U.S. and U.S.S.R soon started the period of bad relations between the two nations known as the Cold War. The Cold War lasted until the collapse of the Soviet Union in 1991, but it was at it's height between 1945 to 1960. During this period, the threat of actual conflict drastically altered both the way the U.S. dealt with other nations, and how it opperated at home. Although the U.S.S.R. and U.S. never actually fought formally, the theart of conflict dominated government policy and popular conciousness in the U.S.

Almost immediately after the second world War ended, tensions between the U.S. and the Soviet Union began to grow. The U.S. government was concerned that Communism would rapidly spread in war-ravaged Europe, and wished to aid European nations in order to insteard sway their favor towards democracy (Doc 1). This policy of aid was most clearly seen as Germany was demilitarized and divided. In 1948, Soviet troops blockaded the valuable occupied city of Berlin, preventing troops from other Allied nations to provide the city with aid. When the soviets refused to withdraw, the U.S. proceded to airlift supplies into the city for over a year (Doc 2) The U.S. also formed NATO with many Western Europeans, a military alliance created in large part to protect against Soviet attack (Doc 3). Through both aid and alliances, the U.S. sought to curtail Communism's growth in Europe.

The U.S.'s erforts against the Soviet Union and communism were not, however, limited to Western Europe. Following communist

intrusion into non-Communist South Korea in 1950, U.S. forces were sent to fight what would be known as the Korean War to push the Communists back behind the parallel. Troops were also sent to democratic Taiwan in order to prevent an invasion by Communism Mainland China. (Doc 5). In order to prevent Soviet attacks on the U.S., the government deployed spy planes over the U.S.S.R. to gain ~~the~~ ~~int~~ intelligence about weaponry (Doc 8). These preventative military actions were taken in order to further prevent the expansion of the Communist "iron curtain", and to protect the U.S. and other nations from aggression.

The impact of the Cold War was not, however, limited to the world at large. Fearing that Communists in government positions and other important jobs might corrupt the nation and betray it to the Soviets, Senator Joseph McCarthy began widespread scrutiny of these officials. His and other's investigations lead to lost jobs and blacklisting of innumerable people, and a general fear of being labeled "Communist" (Doc 4). The government also took actions to prepare the public for a nuclear attack. President Eisenhower worked on having escape routes from major city planned and mapped out (Doc 6). People built bomb shelters in their backyards, and students had air raid drills to practice for bombings (Doc 7). The fear of Communist infiltration and attack was one of the biggest concerns of Americans in the 1950's.

The Cold War dramatically altered the U.S. both at home and abroad. The U.S. military took many steps to stop Communism from spreading

~~and aggression from~~ ^{erupting} ~~Corrupting~~ in Europe and Asia. In the U.S., the government worked to stop communism from gaining influence, and to prepare it's citizens for nuclear war with the Soviets. Although a bloodless war, the Cold War made it's impact on many facets of the nation.

Anchor Level 3-B

The response:

- Develops the task with little depth by discussing how the threat of communism during the Cold War affected the United States in the period from 1945 to 1960
- Is both descriptive and analytical (almost immediately after the second world war ended, tensions between the United States and the Soviet Union began to grow; United States government was concerned that communism would rapidly spread in war-ravaged Europe and rushed to aid European nations to sway their favor toward democracy; NATO was a military alliance created in large part to protect against Soviet attack; United States efforts against the Soviet Union and communism were not limited to western Europe; fearing that communists in government positions and other important jobs might corrupt the nation and betray it to the Soviets, McCarthy began widespread scrutiny of those officials; fear of communist infiltration and attack was one of the biggest concerns of Americans in the 1950s)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, 6, and 7
- Incorporates some relevant outside information (following communist intrusion into non-communist South Korea in 1950, United States forces were sent to fight what would be known as the Korean War to push the communists back behind the parallel; preventive military actions taken to further prevent the expansion of the communist iron curtain; McCarthy's investigations led to lost jobs and blacklisting of innumerable people and a general fear of being labeled a "communist"; people built bomb shelters in their backyards)
- Includes some relevant facts, examples, and details (collapse of the Soviet Union in 1991; Soviet troops blockaded the valuable occupied city of Berlin; troops from other Allied nations provided the city with aid; United States airlifted supplies into West Berlin for over a year; troops sent to democratic Taiwan to prevent an invasion by communist mainland China; United States government deployed spy planes over the USSR to gain intelligence about weaponry; students had air-raid drills to practice for bombing); includes a minor inaccuracy (refers to Berlin for the airlift instead of West Berlin)
- Demonstrates a satisfactory plan of organization; introduces the theme by stating that although the USSR and the United States never actually formally fought, the threat of communism dominated government policy and popular consciousness in the United States, and concludes by discussing how the Cold War dramatically altered the United States both at home and abroad

Conclusion: Overall, the response fits the criteria for Level 3. Although document information provides the basis of the response, summaries of this information demonstrate a good understanding of the effects of the Cold War. The inclusion of a few analytical statements adds to the discussion.

After WWII, the Soviet Union and the United States emerged as rival superpowers. They began to threaten each other in many ways. The threat of communism during the Cold War affected the U.S. from 1945-1960 because it made them more aggressive in enforcing the policy of containment towards communism.

One of the factors that contributed to U.S. and Soviet rivalry was the U.S.'s aid to Western Europe while communists were trying to take over. The U.S. felt that they must help any country in Europe from getting taken over by the Soviet Union. This is because Congress was afraid of the "domino theory". This is the belief that if even one small country in Europe fell to communism, then all would follow in a domino effect. Therefore, the U.S. tried their best to help Europe. One thing that led the U.S. into helping Europe was the Soviet Union's blockading of Western Germany to Berlin. This threatened starvation, and diseases to the people of Berlin, including American and Allied troops. As a result, the U.S. flew tons of supplies to Berlin to help them recover from the blockade. Even the North Atlantic Treaty Organization, which was primarily an attempt to defend Western Europe, ended up being used more to stop the spread of communism. This is how aid to Europe made the U.S. more aggressive in preventing the spread of communism.

The people of the nation began to realize how bad the spread of communism could be. This resulted in a more prepared national public against communism. The U.S. had

its schools trained against an invasion. A bell would ring in the schools, and all students and teachers would crouch in the basement in an attempt to protect themselves from any bombings. People reacted to communism as the wrong way to be under any circumstances. People like ^{Joseph} McCarthy believed that there were communists in the U.S. influencing others to be soft on communism. He believed in zero tolerance for communists. He accused fifty seven people of influencing foreign policy decisions in the government to be in favor of communism. This resulted in even more people being aware of communism. This is how the people's reaction to communism made the U.S. more aggressive in the containment of communism.

Plans in government reflected and influenced aggression in Congress towards communism. President Eisenhower had several plans for national defense and preventing communism from entering the U.S. Eisenhower believed that an Interstate Highway System would make the U.S. more prepared for attacks. ~~and~~ He believed the highway system got information to the people faster which would make commercial trade more faster when necessary. He also believed the Interstate System would make people able to move around quicker in case of an attack. People would be able to evacuate an area quicker, and the military would be able to prepare and get supplies faster. Eisenhower also believed that the U.S. must be prepared for any secret military attacks by the Soviet

Anchor Paper – Document–Based Essay—Level 3 – C

union. Therefore, the U.S. needed to be aggressive in getting information on Soviet Union plans. This is how Government plans made the U.S. more prepared in fighting Communism.

Thus, it is clear that, the United States became ~~so~~ more aware of ~~Soviet~~ Communist spreading during the Cold War years. Aid to Europe, the people's reaction to communism, and the Government's plans against communism caused a high level of aggression in Congress and among the public which helped maintain the policy of containment ~~more~~ successfully.

Anchor Level 3-C**The response:**

- Develops the task with little depth by discussing how the threat of communism during the Cold War affected the United States in the period from 1945 to 1960
- Is more descriptive than analytical (the United States felt that they must help any country in Europe from getting taken over by the Soviet Union; people of Berlin threatened with starvation and disease, including American and Allied troops; North Atlantic Treaty Organization was primarily an attempt to defend Western Europe but ended up being used more to stop the spread of communism; McCarthy believed that there were communists in the United States influencing others to be soft on communism; Eisenhower believed that the Interstate Highway System would make the United States more prepared for attacks; Eisenhower believed the United States needed to be aggressive in getting information on Soviet Union plans); includes weak application (all students and teachers would crouch in the basement; people reacted to communism as the wrong way to be under any circumstances)
- Incorporates some relevant information from documents 1, 2, 3, 4, 6, 7, and 8
- Incorporates limited relevant outside information (McCarthy believed in zero tolerance for communists)
- Includes some relevant facts, examples, and details (United States gave aid to Western Europe; McCarthy accused people in the government of influencing decisions to be in favor of communism); includes a minor inaccuracy (application of the domino theory to Europe; Soviet Union blockaded western Germany to Berlin)
- Demonstrates a satisfactory plan of organization; includes an introduction stating that the threat of communism during the Cold War made the United States more aggressive in enforcing the policy of containment and a conclusion that summarizes the introduction

Conclusion: Overall, the response fits the criteria for Level 3. Although most of the response depends on information from the documents, the discussion successfully focuses on how the United States itself was affected by the threat of communism. Limited connections between some events detract from the effectiveness of the response.

After World War two, the United States and the Soviet Union emerged as rival super powers. The competition between the two nations became known as the Cold War. The Soviet Union and the United States shared several differences during this time. One of the biggest threats offered by the Soviet Union during the Cold War was the threat of communism. The threat of communism had a major affect on the United States.

The United States feared the spread of communism. The nation developed a policy of containment. Under this policy the United States aided any country they felt was endangered to ^{falling to} communism. (Documents one and two) The United States flew supplies into west Berlin and gave millions of dollars (and aid) to Western Europe under the Marshall plan. The nation was willing to do everything within its powers to prevent the spread of communism. The domino ^{theory} ~~theory~~ was a ^{theory} ~~theory~~ developed by the United States. The theory believed if one nation fell to communism then all other nations would eventually fall. The fear of communism also brought the idea of McCarthyism. (document 4) Senator McCarthy feared communist leaders in the government. Many people was put on trial and jailed for being accused of being a

communist. Several of them were innocent. The United States was determined to end the spread of communism, even if American citizens had to be put in jail.

Communism has defied the orders of security council of the United Nations, issued to preserve international peace and security (document 5). The United States viewed communism as a threat to world peace. President Eisenhower created a interstate highway system to permit quick ~~evacuation~~ ^{evacuation} in case of an attack. (document 6). Schools practiced air-raid drills (document 7). The threat of communism became a world conflict, it affect all people of all ages.

The United States was greatly affected by the threat of communism. Everyone was skeptical about each other. The nation wanted nothing to do with communism or pro-communism people. Because of this, the United States was strict about the policy of containment, McCarthyism, and the domino ~~theory~~ ^{theory}. The nation strongly believed in these theories and policies. All of these show how not only was the United national security affected but the peoples minds and beliefs were affected as well.

Anchor Level 2-A

The response:

- Minimally develops the task by discussing how the threat of communism during the Cold War affected the United States in the period from 1945 to 1960
- Is primarily descriptive (the nation was willing to do everything in its power to prevent the spread of communism; fear of communism brought the idea of McCarthyism; the United States was determined to end the spread of communism even if American citizens had to be put in jail; United States viewed communism as a threat to world peace; threat of communism affected people of all ages); includes faulty and isolated application (under containment, the United States aided any country they felt was endangered to falling to communism; nation wanted nothing to do with communism or pro-communism people which meant the United States was strict about the policy of containment)
- Incorporates some limited relevant information from documents 1, 2, 4, 6, and 7
- Presents little relevant outside information (nation developed a policy of containment; United States gave millions of dollars to Western Europe under the Marshall Plan; many people were put on trial and jailed for being accused of being communist and several were innocent)
- Includes some relevant facts, examples, and details (United States flew supplies into West Berlin; domino theory was developed by the United States; Senator McCarthy feared communist leaders in government; Eisenhower created an Interstate Highway System to permit quick evacuation in case of an attack; schools practiced air-raid drills); includes an inaccuracy (reference to document 5)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that discusses how the national security of the United States and people's minds and beliefs were affected by the threat of communism

Conclusion: Overall, the response fits the criteria for Level 2. Repetition and weak application of the domino theory detracts from the response. Although not often explained, some related historical facts and details are included in the response.

International developments after World War II presented many different challenges to the United States. Following the war, the United States and the Soviet Union emerged as rival superpowers. Their mutual distrust led to a period known as the Cold War. The ~~the~~ constant threat of communism during the Cold War affected the United States greatly.

The threat of communism on the United States made the government very ~~be~~ afraid of a military attack on schools or essential cities. The schools had to participate in air-raid drills. "When the air-raid siren sounded, our teachers stopped talking and led us to the school basement. There the gym teachers lined us up against the cement walls and steel lockers, and showed us how to lean in and hold our arms over our heads." (Document 7) This shows that schools and governments were concerned about the citizens/students well-being. Also constant thoughts about attacks on major cities had the United States government acquire evacuation plans, ~~for~~ and the need for essential highways for evacuation. "In case of an atomic attack on our key cities, the road net must permit quiet evacuation of target areas." ~~The~~ (Document 6b).

These show how the constant threat of communism had the United States government preparing for catastrophes.

The government also had to keep track of other nations to help prevent the spread of communism. The government watched over the Soviet Union. The use of U-2 aerial photography allowed the United States to keep track of Soviet Military developments. (Document 8). With an attack on Formosa the government helped protect other nations. "Accordingly, I have ordered the Seventh Fleet to prevent any attack on Formosa" Harry Truman, June 27, 1950. (Document 5) These actions of the United States government shows how the threat of communism forced the United States to take extreme measures to ensure safety of not only the United States, but the other countries in the world.

Communist threats of spreading throughout the world, required the United States to take actions to ensure the world's safety and its own. Schools had air-raid drills in case of military attacks, also evacuation plans were set and highways introduced to

ensure the world's safety the United States placed the Seventh Fleet to protect Formosa, and had aerial photographs taken of the Soviet Union to keep watch of military developments. These actions helped prevent the spread of communist government through the world.

Anchor Level 2-B

The response:

- Minimally develops the task by discussing how the threat of communism during the Cold War affected the United States in the period from 1945 to 1960
- Is primarily descriptive (the threat of communism on the United States made the government very afraid of a military attack on schools or essential cities; schools and governments were concerned about the citizens/students well-being; constant thoughts about attacks on major cities had the United States government acquire evacuation plans; constant threat of communism had the United States government preparing for catastrophes; government also had to keep track of other nations to help prevent the spread of communism; the United States government watched over the Soviet Union; threat of communism forced the United States to take extreme measures to ensure safety of not only the United States, but the other countries in the world)
- Incorporates some relevant information from documents 6, 7, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (schools had to participate in air-raid drills; use of U-2 aerial photography allowed the United States to keep track of Soviet military developments); includes an inaccuracy (misinterprets document 5)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that summarizes the details mentioned in the essay

Conclusion: Overall, the response fits the criteria for Level 2. Although the response includes direct quotations from the documents, summary statements of that quoted information are good. The discussion focuses on the effects of the Cold War on the United States to demonstrate the threat of communism.

Between 1945 and 1960, the United States was in a Cold War with the Soviet ~~Union~~ Union. Mistrust ran high and the tension rose everyday. Americans were in a state of panic. Many people in our country were afraid Communists would take over. During this time period the Cold War affected both the government and the people of America.

The Cold War had a major impact on our government. One effect was the "Witch Hunts" in the government led by Senator McCarthy. In a speech given on February 9, 1950, ~~the~~ Senator McCarthy told people, "... the State Department... is thoroughly infested with Communists." (Document 4) Although very few people were convicted, ~~the~~ Senator McCarthy accused a lot of people, ruining their careers. One person in the government was Alger Hiss. Hiss was convicted for selling government secrets to the Soviet Union. Our government also became concerned with the spread of Communism in Europe. The U.S. Congress rushed to the aid of people in Western Europe in hopes to prevent Communism from spreading mass chaos. (Document 1) The Cold War also led to an increase of spy activity. In an address from Washington, President Eisenhower stated that the U.S. was using spy planes to fly over the Soviet Union and investigate the military action there.

Apart from affecting the government, the Cold War had an effect on everyday citizens. In schools across America, students had to

do air-raid drills. Many students hoped when the air-raid siren went off it was only a drill. (Document 7) Americans also began traveling more. In 1955 construction began ~~on highways~~ on highways crisscrossing America and joining with our neighbors to the North and South. (Document 6 a+b)

The Cold War was a tough and trying time in American history. It was a time when many Americans feared the worst and hoped for the best. The Cold War made many Americans glad that they lived in the democratic nation of the United States.

Anchor Level 2-C

The response:

- Minimally develops the task by discussing how the threat of communism during the Cold War affected the United States in the period from 1945 to 1960
- Is primarily descriptive (our government became concerned with the spread of communism in Europe; apart from affecting the government, the Cold War had an effect on everyday citizens; many students hoped when the air-raid siren went off, it was only a drill; Cold War was a tough and trying time in American history); includes weak application and analysis (Congress rushed to the aid of people in Western Europe in hopes to prevent communism from spreading mass chaos; many Americans feared the worst and hoped for the best)
- Incorporates limited relevant information from documents 4, 7, and 8
- Presents little relevant outside information (“witch hunts” in the government led by McCarthy; although few people were convicted, McCarthy accused a lot of people, ruining their careers; Alger Hiss was convicted for selling government secrets to the Soviet Union; Cold War led to an increase of spy activity)
- Includes few relevant facts, examples, and details (United States was using spy lanes to fly over the Soviet Union and investigate military action there; in schools across America, students had to do air-raid drills); includes information from document 6 that is not relevant to the Cold War
- Demonstrates a satisfactory plan of organization; includes an introduction that is somewhat beyond a restatement of the theme and a conclusion that states the Cold War made many Americans glad that they lived in the democratic nation of the United States

Conclusion: Overall, the response fits the criteria for Level 2. The connection of witch hunts and Alger Hiss to the McCarthy hearings is good. However, most of the discussion is based on a literal interpretation of document information.

International development after World War II presented many different challenges to the United States. After World War II United States and the Soviet Union came out as the two major super powers. Their distrust between each other led to the period known as the Cold War. The threat of Communism during the Cold War affected the United States in the period from 1945 to 1960. There are many examples in which the United States was affected by Communism.

Communism itself was a direct threat to the security of the United States of America. The U.S. was also concern with Communism in other nations. For example President Truman ordered the Seventh Fleet to prevent any attack on Taiwan that would make Taiwan into a Communist Nation. (Document 5).

Senator McCarthy Believed that Communism was shaping our Foreign policies. And this is true because when the U.S. makes up policies they make them up how they feel it would better our nation. Most policies were drawn up around communism to decrease the amount of it. (document 4.) When the U.S. felt communism was going to take over a foreign nation the U.S. would rush over to come up with some policy to prevent the nation turning to Communism. (document 1)

After communism was being spread Americans were getting smarter about war. Schools would do air strike drills and they would know what to do if a bomb really was dropped. (document 7). Americans felt that the new highway would help during times of communism because if a bomb was dropped they would have roads to follow to get away. (Document 8) or try and get away.

The threat of communism really made our nation stronger in away. By this I mean people began to think smarter about how they could better their lives during crisis. Maybe not only a stronger nation but a smarter one. It seems like we came together and worked as a whole.

Anchor Level 1-A

The response:

- Minimally develops the task by discussing how the threat of communism during the Cold War affected the United States in the period from 1945 to 1960
- Is descriptive (communism itself was a direct threat to the security of the United States; the United States was concerned with communism in other nations; Senator McCarthy believed that communism was shaping our foreign policy); includes faulty, weak, and isolated application (when the United States felt communism was going to take over a foreign nation, the United States would rush over to come up with some policy to prevent the nation turning to communism; new highways would help during times of communism because if a bomb was dropped they would have roads to follow to get away)
- Incorporates limited relevant information from documents 1, 5, 7, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (President Truman ordered the Seventh Fleet to prevent an attack on Taiwan; schools would do air-raid drills); misinterprets document 4
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that is slightly beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 1. Although an attempt is made to address the task, the information presented is limited in scope and lacks details. Minimal isolated information is used from the documents and weak conclusions are drawn from that information.

The period of the Cold War lasted longer than 1960. Yet from 1945 to 1960 the war affected American society in various ways.

After World War II American society was fearing communism. As document one details U.S. Congress tried to rush to Western Europe's side to end communism. From Germany into Russia and parts of the Pacific and Asia communism ideas were flourishing. The Western Zones in Eastern Germany were being controlled by communists. Document 2 states how American involvement supplied Berlin with 235,363 tons of supplies.

However on American soil actions were being taken to comfort our citizens. Doc 4 states ~~Senator~~ Senator McCarthy's 1950 speech to rid congress of communist spies. President Eisenhower developed the Interstate Highway system to support national unity, (doc 4). Also if something did happen to defend national security citizens would have more efficient means to leave. The cold war and fear of communism affected American youth in numerous ways. Document 7 states how if a bomb blew in a school district class would end and everyone would have to go to the basement.

These are only some of the ways America was affected by the Cold War. Numerous actions were taken into the 1990's to protect America against this threat of communism.

Anchor Level 1-B

The response:

- Minimally develops the task by discussing how the threat of communism during the Cold War affected the United States in the period from 1945 to 1960
- Is descriptive (from Germany into Russia and parts of the Pacific and Asia, communist ideas were flourishing; actions were being taken to comfort American citizens on American soil; President Eisenhower developed the Interstate Highway System to support national unity and give citizens a more efficient means to leave; Cold War and fear of communism affected American youth in numerous ways); includes faulty and weak application (Congress tried to rush to Western Europe's side to end communism; Western Zones in Eastern Germany were being controlled by communists; if sirens blew in a school district, everyone would have to go to the basement)
- Incorporates limited relevant information from documents 1, 2, 4, 6, and 7
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (America supplied Berlin with tons of supplies; Senator McCarthy); includes inaccuracies (American involvement supplied Berlin with 235,363 tons of supplies; Senator McCarthy made a speech to rid Congress of communist spies)
- Demonstrates a general plan of organization, however, the ideas presented are not linked to each other; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 1. Although few facts and details are included, the response demonstrates a minimal understanding of the concept of the threat of communism to the United States.

The period after WWII presented the U.S. with many challenges. The U.S. and the Soviet Union came into conflict and they emerged as rival superpowers. The absence of trust between the U.S. and the Soviet Union led to a period known as the cold war, which continued until the early 90's. Although the Cold War extended for a long period of time the threat of communism from 1945 to 1960 had great impact on the U.S. which led to many precautions against surprise attacks, air-raids and many other things. The Cold War from 1945 to 1960 had the nation in a state of panic and the U.S. went to many extremes to aid their allies and protect America and its people.

During this period of the cold war precautions were taken to ensure the countries safety. In February of 1950, Senator McCarthy made a speech about communist influence on the United States Government. In his speech, senator McCarthy was suggesting that it was not wise to have the enemy guide and shape America's foreign policy. McCarthy stated his opinion about the State Department, and how it was "infested" with communists. The threat of communism was creating fear about communists in the State Department and the individuals helping to shape our policy.

The North Atlantic Treaty Organization or NATO, was another precaution against communist aggression: the

situation that occurred between the Soviet Union and Western Europe demanded US involvement. The US wasn't an attempt to stop the problems of Europe, but a precaution against communist aggression.

President Truman was also very concerned about communism. After an attack on Korea, President Truman ordered the seventh Fleet to protect Taiwan from any attacks or invasions. Such attacks would be a direct threat to security in the Pacific area and US forces also in that area.

Communism engendered so much fear on the US that air-raid drills in schools became as ordinary as fire drills. Air-raid drills occurred often in schools, students were led to the basement of the school and were told how to protect their heads by covering them with their arms and to lean against walls and lockers. Such drills were required during the US's fear of communism.

The Period of 1945-1960 during the Cold War led the United States to take many actions and precautions against communism. The threat of communism during the Cold War had a great impact on the United States.

The United States has been fighting communism well before the end of World War II. Communism in the United States started during the early 1900's during the First Red Scare. However, after the second World War, the United States and Soviet Union entered into a rivalry between superpowers which is known as the Cold War. From 1945 to 1960, the threat of communism affected the United States. The Cold War affected the United States politically, economically, and socially.

Politically, the United States was greatly affected by the Cold War. First of all, some politicians used the threat of communism to their advantage for example Joseph McCarthy created what is known as McCarthyism. He played on peoples' fears of Communism and started accusing the federal government of being infested with communists (Document 4). He was very popular up until the McCarthy hearings when he was revealed as a liar. Presidents also formed new international relations with other countries. For example, the North Atlantic Treaty Organization was formed to help protect the interests of countries that had the same beliefs as the United States (Document 3).

However, NATO was also the reason why the Comintern was formed, which was the Soviet Union's alliance with other communist countries. The United States policy of containment, at the time, led to the Korean and Vietnam Wars. These wars were started because the United States would not allow Communism to spread to non-communist countries.

The United States was also affected economically. First of all, the Soviet Union threat helped Eisenhower decide to create the Interstate Highway system. This was created because Eisenhower wanted to help keep commercial movement in the United States and also to help mobilize defenses in case of an attack by the Soviets (Documents 6a and 6b). During the Cold War, the United States also helped other countries' economic problems. First of all, the Marshall Plan was devised to provide aid to countries that were threatened by communist nations. Another example of this is when the United States airlifted food and supplies over to East Berlin after the Soviet Union blockaded it (Documents 2a and 2b).

The United States was also affected

Socially, Because the fear of communism was so great in the United States, many people were very afraid of being labeled as a communist. In fact, this did happen quite often. People were often accused of being a communist when, in fact, they were not. An example of this was the Palmer Raids. People would also accuse name others of being communist if they were accused of being one. Because of this, many lives were ruined. Also, many school began taking precautions during this fear of communism. Many schools practiced drills that would help them during an emergency (document 7).

After World War II, the United States and the Soviet union entered into a rivalry known as the Cold War. During this time, the United States was affected socially, economically, and politically.

Once upon a time in America, there was ^{a kind of} a panic about the threat of communism. People were genuinely scared about this kind of thing. Really. Just look at that one document (number 7, specifically) while all the bracelet wearing girls in Pittsburgh have air-raid drills, as if covering your head with skinny, gold-jewelry clad arms is going to be much help in the event of a Soviet-run nuclear holocaust, which would be sure to plunge the entire world (although the Soviets would specifically be targeting America, you really do have to take the existence of radioactive fallout into question, plus the whole domino theory; once America falls, surely the whole world will follow, right?) into a post-apocalyptic environment.

Why, exactly, was this happening? One of the reasons probably was that the U.S.S.R. was a genuinely threatening presence in the world, what with nuclear weapons and the way that it had started to kind of take over a lot of Europe after World War II ended and then took over Berlin and things, and then there was us trying to support West Berlin's population by giving them supplies, after the Soviets decided to make a blockade ^{by} airlifting the supplies via airplanes (which can be seen in documents 2a + 2b), none of which help our relations with the Soviets. The fact that Stalin was a nut case did not help ~~at~~ ^{either}. Of course, though, we really did exaggerate the communist ~~the~~ threat, and no matter how much importance we tried to place on special intelligence (document 8) we really over-estimated the strength of the Soviet military; we were pretty much ahead in the arms race, so a lot of the worry was sort of superfluous, really. Even the military actions in Korea (document 5), Vietnam (much later), Greece, Turkey, El Salvador, Grenada, Cuba, and Nicaragua (I hope that's spelled right)

were caused less by the Soviet's influence but more by regional factors; if not for the US involvement, none of them ever would've ended up like they did. It was those ubiquitous friends, the Truman Doctrine and the Domino Theory (see Document 1), that helped push US foreign policy to dangerous reactionary levels during the Cold War era (as if that's changed.)

Needless to say, this caused a huge amount of activity in America itself, mostly motivated by paranoia. Military spending was enormous, as well as spending on things like the interstate highway system (which was shown so nicely in Documents 6a and 6b, really was of military importance rather than for the simple social benefit, which would've been a legitimate reason), and all led to a huge military-industrial complex that helped to indulge conspiracy theorists for generations to come. Even worse was the social paranoia caused by that McCarthy fellow in his famous Senate hearings (just like the one in Document 4) in which he exposed the Communist threat living in our very midst. Example: McCarthy: There are 205 Card-Carrying Communists deep in the bowels of our State Department.

Skeptical Critic: How many Card-Carrying Communists?

McCarthy: Oh, I said 205? I meant 51 Card-Carrying Commies in our national government. And so on.

This gets even creepier if we watch the original of The Manchurian Candidate about an unwitting agent of the communists themselves. Whatever McCarthy's ambitions, he did cause a lot of worry, and it all resulted in Witch-Hunts and blacklists and frightened politicians. In addition, some people, like the Rosenbergs, got executed, while others merely had their lives ruined.

Still, in retrospect, the Cold War doesn't seem to have had that bad an effect, especially since it inspired Dr. Strange Love or How I Stopped Worrying and Learned to Love the Bomb, which was chosen as one of the ten best movies of all time, in a recent 'Sight and Sound' poll. Given the whole 'frontier theory' of the nature of the American mindset, there probably would've just been something else chosen to replace Communism as the national boogey-man, just like we've chosen terrorism (which, to be fair, is a good deal more reasonable to fear than Communism was. Maybe, someday, little children in the future will be victims of a new national paranoia.) It certainly didn't lead to nuclear war, or anything. But it seems like all that government spending could've gone to something more useful, like education or social welfare. And there were many people that died in the Korean War, many that suffered due to wrong-minded American foreign policies. Just about the only thing that anti-Communist paranoia ever did for America was inspire some great works of art, movies, and literature, and give us the highway system, which after all ended up contributing to the huge growth of suburbia. The ~~other~~ ^{other} nagging problem is that history tends to repeat itself and maybe the terrorists are merely the new communists.

International developments after World War II brought up many different challenges to the United States. After the war, the United States and the Soviet Union emerged as rival powers. Their mutual distrust led to the Cold War.

The threat of communism during the cold war affected the United States in the period from 1945 to 1960.

(Doc 1) In Western Europe communism was starting to spread a lot of chaos and trouble. The United Congress went to aid and help out Western Europe. (Doc 2a)

The Soviet Union created a lot of tension between the Soviet government and the United States. The Soviet Union was trying to challenge the rights of the other occupying powers in Berlin. (Doc 3)

The United States sent NATO into Europe to help stop the spread of communism. ~~the~~

In the years following World War two, the United States and the Soviet Union engaged in a power struggle that was to become known as the Cold War. There were many changes made on both sides in foreign policy, internal improvements, and the social environment.

Doc. 7 (Following the advent of the atomic bomb, and later the hydrogen bomb there was a real threat of annihilation by an ICBM with little or no warning. The only warning there might be was an air-raid siren. In such a case students were taught to lean against a wall and cover themselves the best they could. This and other slogans such as, "Duck and Cover," were simply to ease the minds of the inept public. In all likelihood these precautions would have had little or no effect on the outcome of a nuclear strike. Complete annihilation. However, it was necessary for the public to believe they had a chance.

Doc. 6 (The Interstate Highway Act set-up the system of roads we all drive on. It was proposed by president Eisenhower to transport goods more readily across the country. However, the intended purpose was to transport troops and weapons to key locations quickly. One of the conditions was that all overpasses be high enough above the road way so that a transport carrying a missile could fit under it.

Doc. 4 (Senator Joseph McCarthy was the leader in the effort to ~~Senator~~ weed out possible communist saboteurs in our government. He did go a bit overboard. Hysteria swept up the nation following the hearings. The social environment was ripe for such things.

Doc 2 { The policy of containment, it can be argued, was adopted by both the Soviets and the U.S. In 1948 the Soviets tried to contain American occupied Berlin with a blockade of the entire occupied section. In response we flew in all of the supplies needed for the city. At about the same time the Soviets attempted to invade Korea. This is when we adopted the "Domino Theory" which stated that if one country fell to communism that others would soon follow. So, in response to Korea we sent in the 7th Fleet to contain future Soviet aggression.

Doc 5 { The United States took varying actions to defend itself from communism during the Cold War. Some might have been unconventional but all served a purpose for their time.

Practice Paper A—Score Level 2

The response:

- Minimally develops the task by discussing how the threat of communism during the Cold War affected the United States in the period from 1945 to 1960
- Is primarily descriptive (McCarthy suggested that it was not wise to have the enemy guide and shape America's foreign policy; threat was creating fear about communists in the State Department)
- Incorporates limited relevant information from documents 3, 4, 5, and 7
- Presents little relevant outside information (air-raid drills in schools became as ordinary as fire drills)
- Includes few relevant facts, examples, and details (Senator McCarthy made a speech about communist influence on the United States government; North Atlantic Treaty Organization was another precaution against communist aggression; Seventh Fleet ordered by Truman to protect Taiwan from attacks or invasions; students were told how to protect their heads)
- 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 2. Although heavily dependent on document information and somewhat repetitive, a few scattered analytical statements demonstrate an understanding of that document information. The organizational idea used in the response is "precaution"; however, the actions of McCarthy do not fit under this umbrella. The response deals in broad generalities rather than specific information.

Practice Paper B—Score Level 3

The response:

- Develops the task with little depth by discussing how the threat of communism during the Cold War affected the United States in the period from 1945 to 1960
- Is both descriptive and analytical (McCarthy played on peoples' fears of communism; United States policy of containment led to the Korean and Vietnam Wars; people were afraid of being labeled as a communist; people were often accused of being communist when in fact they were not); includes weak application (Korean and Vietnam Wars started because the United States would not allow communism to spread to non-communist countries)
- Incorporates some relevant information from documents 3, 6, and 7
- Incorporates some limited relevant outside information (communism in the United States started during the early 1900s during the first Red Scare; McCarthy was very popular until the McCarthy hearings when he was revealed as being a liar; North Atlantic Treaty Organization was formed to help protect the interests of countries that had the same beliefs as the United States)
- Includes some relevant facts, examples, and details (McCarthy accused the federal government of being infested with communists; Eisenhower wanted to help mobilize defenses in case of an attack by the Soviets; Marshall Plan; schools practiced drills that would help them during an emergency); includes some inaccuracies (Comintern instead of the Warsaw Pact; United States airlifted food and supplies over to East Berlin; Palmer Raids instead of McCarthyism); misinterprets documents 2 and 4
- Demonstrates a satisfactory plan of organization; includes an introduction that mentions the first Red Scare and then restates the theme and a conclusion that refers to the social, economic, and political effects of the Cold War on the United States discussed in the essay

Conclusion: Overall, the response fits the criteria for Level 3. Lack of chronological development and some incorrect factual references are offset by some good document interpretation. Document information is used to draw some accurate conclusions.

Practice Paper C— Score Level 5

The response:

- Thoroughly develops the task evenly and in depth by discussing how the threat of communism during the Cold War affected the United States in the period from 1945 to 1960
- Is more analytical than descriptive (covering your head with jewelry-clad arms is not going to be much help in the event of a Soviet-run nuclear holocaust; USSR was a genuinely threatening presence in the world; the United States really did exaggerate the communist threat, and no matter how much importance was placed on special intelligence, the strength of the Soviet military was really over-estimated; huge spending during the Cold War led to a huge military-industrial complex that helped to indulge conspiracy theorists for generations to come; whatever McCarthy's shadowy ambitions, he caused a lot of worry and it resulted in witch-hunts and blacklists and frightened politicians)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, 6, and 7
- Incorporates substantial relevant outside information (although the Soviets would have targeted America, you do have to take the existence of radioactive fallout into question; under the domino theory, once America fell surely the whole world would have followed; Truman Doctrine and the domino theory helped push United States foreign policy to dangerous reactionary levels; Rosenbergs were executed and others had their lives ruined; interstate highways system contributed to the huge growth of suburbia)
- Richly supports the theme with many relevant facts, examples, and details (air-raid drills; Soviet Union took over much of Europe after World War II; United States tried to support West Berlin by giving them supplies after the Soviets blockaded the city; Senate hearings of McCarthy; *The Manchurian Candidate*)
- Demonstrates a logical and clear plan of organization; includes an introduction that uses document 7 and outside information to demonstrate the panic that resulted from the threat of communism and a conclusion that discusses how the threat of terrorism has replaced communism

Conclusion: Overall, the response fits the criteria for Level 5. Although the approach is unconventional, the strong analysis, insightful connections, and linkage to current issues indicate a good understanding of the threat posed by communism to the United States. The observations made about specific events demonstrate a sophisticated appraisal of the Cold War.

Practice Paper D—Score Level 0

The response:

Refers to the theme in a general way; includes few relevant facts, examples, or details

Conclusion: Overall, the response fits the criteria for Level 0. Most of this response is composed of isolated statements that refer to information from documents 1, 2, and 3. However, the information is either used incorrectly or is incomplete.

Practice Paper E—Score Level 3

The response:

- Develops the task with little depth by discussing how the threat of communism during the Cold War affected the United States in the period from 1945 to 1960
- Is both descriptive and analytical (in all likelihood, precautions would have little or no effect on the outcome of a nuclear strike; it was necessary for the public to believe they had a chance; McCarthy did go a bit overboard; social environment was ripe for McCarthy; it can be argued that the policy of containment was adopted by both the Soviets and the United States); includes weak application (United States flew in all of the supplies needed for the city of Berlin)
- Incorporates some relevant information from documents 2, 4, 6, and 7
- Incorporates some relevant outside information (following the advent of the atomic bomb, and later the hydrogen bomb there was a real threat of annihilation by an ICBM with little or no warning; “duck and cover” slogan was used to ease the minds of the inept public; interstate highway system set up the system of roads we all drive on; one of the conditions was that all overpasses on interstate highways be high enough above the roadway that a transport carrying a missile could fit under it; domino theory stated that if one country fell to communism others would soon follow)
- Includes some relevant facts, examples, and details (following World War II, the United States and the Soviet Union engaged in a power struggle; only warning might be an air-raid siren; students taught to lean against a wall and cover themselves as best they could; interstate highway system was proposed by Eisenhower to transport goods more readily across the country but its intended purpose was to transport troops and weapons to key locations quickly; McCarthy was the leader in the effort to weed out possible communist saboteurs in our government; hysteria swept up the nation following the hearings; in 1948 the Soviets tried to contain American-occupied Berlin with a blockade); includes some inaccuracies (Soviets attempted to invade Korea; sent in the 7th fleet to contain future Soviet aggression)
- Demonstrates a satisfactory plan of organization; includes an introduction that defines the Cold War and lists the areas to be included in the discussion and a conclusion that states that the United States took various actions to defend itself

Conclusion: Overall, the response fits the criteria for Level 3. Brief document information is used as a stepping stone to outside information and analytical summaries. Some personal opinions based on historical facts and details are included in the discussion.

United States History and Government Specifications

August 2006

Part I Multiple Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Migration of Peoples; Places and Regions; Culture and Intellectual Life	Standards 1, 3, and 4: US and NY History; Geography; Economics
Document-based Essay	Foreign Policy: Cold War; Presidential Decisions and Actions; Physical Systems	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 August 2006 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.

Submitting Teacher Evaluations of the Test to the Department

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

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



Chart for Converting Total Test Raw Scores to Final Examination Scores (Use for August 2006 Examination Only)

Total Part I and Part IIIA Score

Total Essay Score											
	0	1	2	3	4	5	6	7	8	9	10
0	0	3	5	9	12	16	20	24	28	33	37
1	1	4	6	10	13	17	21	25	30	34	39
2	2	4	7	11	14	18	22	27	31	36	41
3	3	5	9	12	16	20	24	28	33	37	42
4	4	6	10	13	17	21	25	30	34	39	44
5	4	7	11	14	18	22	27	31	36	41	45
6	5	9	12	16	20	24	28	33	37	42	47
7	6	10	13	17	21	25	30	34	39	44	48
8	7	11	14	18	22	27	31	36	41	45	50
9	9	12	16	20	24	28	33	37	42	47	52
10	10	13	17	21	25	30	34	39	44	48	53
11	11	14	18	22	27	31	36	41	45	50	55
12	12	16	20	24	28	33	37	42	47	52	56
13	13	17	21	25	30	34	39	44	48	53	58
14	14	18	22	27	31	36	41	45	50	55	59
15	16	20	24	28	33	37	42	47	52	56	61
16	17	21	25	30	34	39	44	48	53	58	62
17	18	22	27	31	36	41	45	50	55	59	64
18	20	24	28	33	37	42	47	52	56	61	65
19	21	25	30	34	39	44	48	53	58	62	67
20	22	27	31	36	41	45	50	55	59	64	68
21	24	28	33	37	42	47	52	56	61	65	70
22	25	30	34	39	44	48	53	58	62	67	71
23	27	31	36	41	45	50	55	59	64	68	72
24	28	33	37	42	47	52	56	61	65	70	74
25	30	34	39	44	48	53	58	62	67	71	75
26	31	36	41	45	50	55	59	64	68	72	76
27	33	37	42	47	52	56	61	65	70	74	77
28	34	39	44	48	53	58	62	67	71	75	79
29	36	41	45	50	55	59	64	68	72	76	80
30	37	42	47	52	56	61	65	70	74	77	81
31	39	44	48	53	58	62	67	71	75	79	82

Total Part I and Part IIIA Score

[illegible]