

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

UNITED STATES HISTORY AND GOVERNMENT

Tuesday, June 19, 2001 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

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

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

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

Part II contains one thematic essay question. Write your answer to this question in the essay booklet, beginning on page 1. Be sure to read the rubric (scoring criteria) for the essay before you begin to answer the essay question.

Part III is based on several documents:

Part III A contains the documents. Each document is followed by one or more question(s). 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. Be sure to read the rubric (scoring criteria) for the essay before you begin to answer the essay question.

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

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

Part I

Answer all questions in this part.

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

- | | |
|--|---|
| <p>1 According to the Declaration of Independence, governments are established to</p> <ul style="list-style-type: none">(1) protect the nation from invasion(2) provide a system of checks and balances(3) protect the natural rights of citizens(4) guarantee voting rights for all citizens <p>2 One similarity between the Articles of Confederation and the United States Constitution is that both documents provide for</p> <ul style="list-style-type: none">(1) a national legislature to make laws(2) federal control of commerce between the states(3) federal power to impose and collect taxes(4) the abolition of slavery <p>3 The amendment process was included in the United States Constitution in order to</p> <ul style="list-style-type: none">(1) remove government officials from political office(2) check the power of the Supreme Court(3) allow government to meet the changing needs of society(4) preserve the federal system of government <p>4 Which concept from the European Enlightenment was included in the United States Constitution?</p> <ul style="list-style-type: none">(1) absolutism(2) despotism(3) limited monarchy(4) consent of the governed <p>5 Delegates to the Constitutional Convention of 1787 adopted the Great Compromise to settle differences over</p> <ul style="list-style-type: none">(1) slavery(2) representation in Congress(3) interstate trade(4) taxation | <p>6 A system of checks and balances was included in the United States Constitution because the authors were concerned about</p> <ul style="list-style-type: none">(1) one branch of government becoming too strong(2) the states having too much power(3) the people having a voice in government(4) the military gaining control of the United States <p>7 The Bill of Rights was added to the United States Constitution to</p> <ul style="list-style-type: none">(1) provide the president with the power to enforce the laws(2) protect individuals' civil liberties(3) establish a presidential cabinet(4) guarantee voting privileges to all citizens <p>8 The writers of the United States Constitution created a federal form of government primarily to</p> <ul style="list-style-type: none">(1) limit the powers of the Senate(2) develop a criminal justice system(3) provide for civilian control over the military(4) divide power between levels of government <p>9 "Illegally obtained evidence cannot be used in a court of law."</p> <p>This statement is based on a person's constitutional right to</p> <ul style="list-style-type: none">(1) face an accuser in open court(2) protection against double jeopardy(3) a speedy and public trial by an impartial jury(4) protection against unreasonable searches and seizures <p>10 Alexander Hamilton urged Congress to pass a protective tariff to encourage the growth of</p> <ul style="list-style-type: none">(1) labor unions(2) manufacturing(3) agriculture(4) slavery |
|--|---|

- 11 The decision of the United States Supreme Court in *Marbury v. Madison* (1803) established the power of the
- (1) House of Representatives to impeach the president
 - (2) Congress to override a presidential veto
 - (3) president to veto congressional legislation
 - (4) Supreme Court to determine the constitutionality of laws
- 12 The Louisiana Purchase had great geographic significance for the United States because it
- (1) reduced British control of North America
 - (2) focused the United States on westward expansion
 - (3) extended United States control over Mexico
 - (4) decreased tensions with Native American Indians
- 13 Which statement best describes the economic differences between the North and South just prior to the Civil War?
- (1) The Northern economy was primarily agricultural, while the Southern economy was based on manufacturing.
 - (2) Jobs on plantations attracted more European immigrants to the South than to the North.
 - (3) Transportation systems were more developed in the North than in the South.
 - (4) The Southern economy was more diversified than the Northern economy.
- 14 Southern states attempted to limit the impact of constitutional amendments passed during the Reconstruction Era by
- (1) passing Jim Crow laws
 - (2) ending racial discrimination
 - (3) seceding from the Union
 - (4) fighting the Civil War
- 15 One way in which the Chinese Exclusion Act, the Gentlemen's Agreement, and the National Origins Act were similar is that all were expressions of
- (1) imperialism
 - (2) nativism
 - (3) militarism
 - (4) Manifest Destiny
- 16 The Populist Party was important in United States history because it
- (1) succeeded in electing two presidential candidates
 - (2) won control of many state governments
 - (3) proposed ideas that later became law
 - (4) achieved suffrage for African Americans
- 17 Both the Sherman Antitrust Act and the Clayton Antitrust Act were passed in response to the problem of
- (1) companies refusing to hire minority workers
 - (2) businesses choosing to hire illegal immigrants
 - (3) unsafe working conditions in factories
 - (4) business combinations limiting competition
- 18 In the late 1800s, many business practices of the railroads led to
- (1) an increase in the unemployment rate
 - (2) an increase in the demand for government regulation
 - (3) a decrease in the demand for raw materials
 - (4) a decrease in the variety of products available for consumers
- 19 Industrialists of the late 1800s contributed most to economic growth by
- (1) supporting the efforts of labor unions
 - (2) establishing large corporations
 - (3) encouraging government ownership of banks
 - (4) opposing protective tariffs
- 20 What was the experience of most of the "new immigrants" who arrived in the United States from southern and eastern Europe in the late 1800s and early 1900s?
- (1) They lived in urban areas and most held low-paying jobs.
 - (2) They obtained free land in the West and became farmers.
 - (3) They became discouraged with America and returned to their homelands.
 - (4) They were easily assimilated into mainstream American culture.

- 21 The initiative, referendum, and recall election were supported by the Progressives as ways to
- (1) limit government regulation of the press
 - (2) limit the role of the Supreme Court in constitutional issues
 - (3) increase citizen participation in the political process
 - (4) increase the influence of major political parties
- 22 Jacob Riis, in *How the Other Half Lives*, and Lincoln Steffens, in *The Shame of the Cities*, contributed to reform movements in the United States by
- (1) exposing poverty and corruption
 - (2) opposing westward expansion
 - (3) criticizing racial injustice
 - (4) supporting organized labor
- 23 A major reason that Secretary of State John Hay announced the Open Door policy in 1899 was to
- (1) secure important military bases in Europe
 - (2) encourage more immigration from Europe
 - (3) increase United States access to trade in Asia
 - (4) claim new colonial territories in Africa
- 24 An important goal of United States foreign policy in the 1920s was to
- (1) make the League of Nations successful
 - (2) build a large colonial empire
 - (3) end the policy of Dollar Diplomacy in Latin America
 - (4) avoid involvement in foreign conflicts
- 25 The intent of the United States immigration laws of the 1920s was to
- (1) increase economic opportunities for recent immigrants
 - (2) encourage cultural diversity
 - (3) restore an open-door policy toward immigration
 - (4) restrict immigration through the use of quotas
- 26 An important factor contributing to the start of the Great Depression in the United States was the
- (1) increase in military spending
 - (2) failure to maintain the gold standard
 - (3) reduction of tariff rates
 - (4) uneven distribution of wealth
- 27 The New Deal changed political thinking in the United States because it supported the idea that the
- (1) rights of workers are less important than the interests of business
 - (2) Supreme Court should have an important role to play in the economy
 - (3) government should become more involved in the social and economic life of the people
 - (4) president's foreign policy is more important than his domestic policy
- 28 The creation of the Tennessee Valley Authority is an example of
- (1) federal intervention to meet regional needs
 - (2) state-funded regional transportation
 - (3) free-market capitalism
 - (4) laissez-faire economics
- 29 The creation of the Federal Reserve System was an attempt to
- (1) introduce national health insurance
 - (2) regulate the money supply
 - (3) create a progressive tax policy
 - (4) shift more responsibilities to the states
- 30 The Dust Bowl experiences of the Oklahoma farmers during the Great Depression demonstrated the
- (1) effect of geography on people's lives
 - (2) success of government farm subsidies
 - (3) limitation of civil liberties during times of crisis
 - (4) result of the Indian Removal Act

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



31 How was the situation illustrated in the cartoon resolved?

- (1) The United States entered World War II after the attack on Pearl Harbor.
- (2) The Supreme Court used its power of judicial review.
- (3) Congress rejected the president's plan to pack the Supreme Court.
- (4) The president vetoed Congress's attempt to reform the judiciary system.

32 What was a key challenge faced by the United States during World War II?

- (1) lack of public support for the war effort
- (2) fighting the war on several fronts
- (3) difficulty gaining congressional support
- (4) total reliance on naval power

33 How did the post-World War II baby boom affect American society between 1945 and 1960?

- (1) It decreased the demand for housing.
- (2) It bankrupted the Social Security System.
- (3) It increased the need for educational resources.
- (4) It encouraged people to migrate to the Sun Belt.

34 World War I and World War II brought about changes for minorities and women because these conflicts led to

- (1) the creation of new job opportunities
- (2) the passage of the Equal Rights Amendment
- (3) a greater number of high-level management positions
- (4) greater integration in housing and schools throughout the nation

35 The United States Supreme Court decision in *Korematsu v. United States* (1944) concerned

- (1) restricting freedom of the press
- (2) the president's right to use atomic weapons
- (3) limiting civil liberties during wartime
- (4) the right of women to serve in military combat

36 The growth of McCarthyism in the early 1950s was based on

- (1) public fear concerning the spread of communism
- (2) outrage over government corruption
- (3) dissatisfaction with the results of World War II
- (4) opposition to the policy of containment

37 "We conclude that in the field of public education the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal."

—*Brown v. Board of Education* (1954)

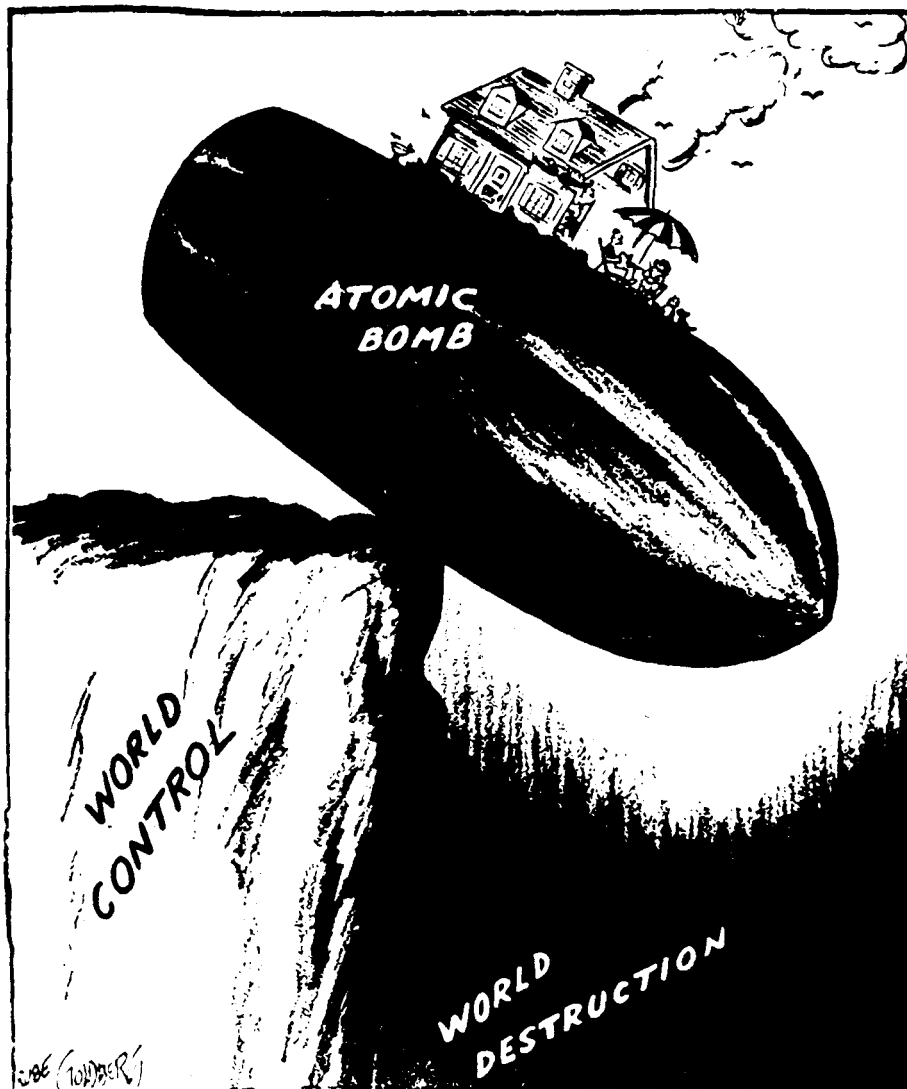
Which constitutional idea was the basis for this Supreme Court decision?

- (1) protection against double jeopardy
- (2) equal protection of the law
- (3) freedom of speech
- (4) right of assembly

38 In the 1960s, Supreme Court decisions in the cases *Miranda v. Arizona* and *Gideon v. Wainwright* specifically protected the rights of

- (1) the accused
- (2) women
- (3) military veterans
- (4) persons with disabilities

Base your answer to question 39 on the cartoon below and on your knowledge of social studies.



Peace Today

- 39 The main idea expressed in the cartoon involves the
- (1) relationship between consumer needs and military needs
 - (2) problems created by the development of nuclear weapons
 - (3) need for all people to be informed about world affairs
 - (4) problems associated with the shift from a wartime economy to a peace-time economy
-

- 40 "I have a dream that one day this nation will rise up and live out the true meaning of its creed: 'We hold these truths to be self-evident; that all men are created equal.'"

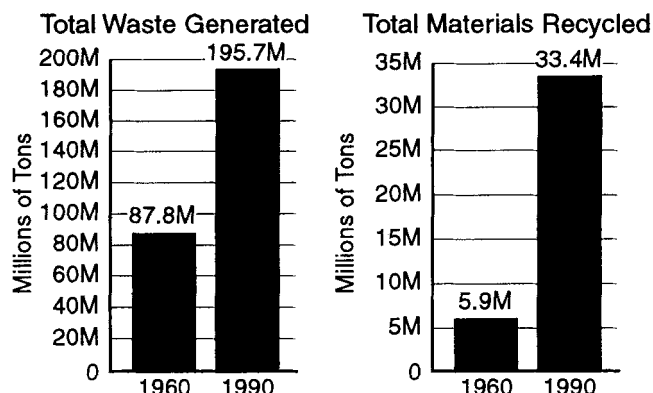
—Martin Luther King, Jr.
Washington, D.C., 1963

Which step was taken following this speech to advance the dream of Martin Luther King, Jr.?

- (1) desegregation of the Armed Forces
 - (2) ruling in *Plessy v. Ferguson*
 - (3) elimination of the Ku Klux Klan
 - (4) passage of new civil rights acts
- 41 Since the 1950s, no United States president has run for a third term as president because
- (1) vice presidents are usually eager to succeed presidents
 - (2) the public has not wanted a president to serve more than two terms
 - (3) opposition within each president's political party has discouraged long tenure in office
 - (4) a constitutional amendment was passed denying a president a third term in office
- 42 The United States experience in the Vietnam War supports the idea that the outcome of a war
- (1) is determined mainly by technological superiority
 - (2) is dependent on using the greatest number of soldiers
 - (3) is assured to countries dedicated to democratic ideals
 - (4) can be strongly affected by public opinion
- 43 Why are fewer farms needed in the United States economy today than were needed in 1900?
- (1) Most foods are now imported.
 - (2) Most farmland has been turned into suburbs.
 - (3) The use of technology has raised agricultural productivity.
 - (4) The total population is declining.
- 44 Which event led directly to the end of the cold war?
- (1) reunification of Germany
 - (2) formation of the European Union
 - (3) breakup of the Soviet Union
 - (4) creation of the North Atlantic Treaty Organization (NATO)

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

U.S. Municipal Solid Waste, 1960 vs. 1990



Source: U.S. Environmental Protection Agency

- 45 Data from the graphs support the conclusion that between 1960 and 1990
- (1) the government failed in its efforts at recycling
 - (2) the amount of waste that was recycled increased
 - (3) most people favor mandatory recycling efforts
 - (4) efforts to recycle waste decreased steadily
- 46 The phrase "by military conquest, treaty, and purchase" best describes the
- (1) steps in the growth of American industry
 - (2) methods used to expand the territory of the United States
 - (3) major parts of President Woodrow Wilson's Fourteen Points
 - (4) causes of the United States entry into the Korean War
- 47 One way in which the Teapot Dome scandal, the Watergate affair, and the Iran-Contra affair are similar is that each of these political scandals resulted in
- (1) a loss of faith in elected government leaders
 - (2) an attempt to abolish the electoral college
 - (3) a movement to impeach the president
 - (4) an effort to regulate the banking industry

Base your answer to question 48 on the cartoon below and on your knowledge of social studies.



48 According to the cartoon, how was the United States in the 1990s similar to the United States in the 1890s?

- (1) Little need existed for government regulation.
- (2) Investment in the stock market decreased.
- (3) The price of petroleum products decreased.
- (4) Business consolidation was accepted practice.

49 One way in which the Korean War, the Vietnam War, and the Persian Gulf War are similar is that in all three wars

- (1) the goal was to defeat the Soviet Union
- (2) the United States was primarily interested in protecting oil supplies
- (3) the United States was fighting without allies
- (4) no formal declaration of war was made by Congress

50 Statistics such as the gross domestic product, consumer price index, and unemployment rate are used to measure the

- (1) condition of the economy
- (2) amount of the federal budget deficit
- (3) balance of international trade
- (4) productivity of industry

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

In developing your answers to Parts II and III, be sure to keep these general definitions in mind:

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

PART II

THEMATIC ESSAY QUESTION

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

Theme: Equality

In United States history, the rights of “life, liberty, and the pursuit of happiness,” as stated in the Declaration of Independence, have often been denied to certain groups of Americans.

Task:

- Identify *one* group from your study of United States history.
- Use *two* historical examples to show how the group has been denied the rights of “life, liberty, and the pursuit of happiness”
 - Identify and discuss *two* efforts that have been made to help the group attain “life, liberty, and the pursuit of happiness”
 - Evaluate the extent to which the group has achieved equality today

You may use any group from your study of United States history. Some suggestions you might wish to consider include: African Americans, Asian Americans, Native American Indians, women, and persons with disabilities.

You are *not* limited to these suggestions.

Note: The rubric (scoring criteria) for this essay appears on the next page.

THEMATIC ESSAY GENERIC SCORING RUBRIC

Score of 5:

- Shows a thorough understanding of the theme or problem
- Addresses all aspects of the task
- Shows an ability to analyze, evaluate, compare and/or contrast issues and events
- Richly supports the theme or problem with relevant facts, examples, and details
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme or problem

Score of 4:

- Shows a good understanding of the theme or problem
- Addresses all aspects of the task
- Shows an ability to analyze, evaluate, compare and/or contrast issues and events
- Includes relevant facts, examples, and details, but may not support all aspects of the theme or problem evenly
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme or problem

Score of 3:

- Shows a satisfactory understanding of the theme or problem
- Addresses most aspects of the task or addresses all aspects in a limited way
- Shows an ability to analyze or evaluate issues and events, but not in any depth
- Includes some facts, examples, and details
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme or problem by repeating the task and concludes by repeating the theme or problem

Score of 2:

- Shows limited understanding of the theme or problem
- Attempts to address the task
- Develops a faulty analysis or evaluation of issues and events
- Includes few facts, examples, and details, and may include information that contains inaccuracies
- Is a poorly organized essay, lacking focus
- Fails to introduce or summarize the theme or problem

Score of 1:

- Shows very limited understanding of the theme or problem
- Lacks an analysis or evaluation of the issues and events
- Includes little or no accurate or relevant facts, examples, or details
- Attempts to complete the task, but demonstrates a major weakness in organization
- Fails to introduce or summarize the theme or problem

Score of 0: Fails to address the task, is illegible, or is a blank paper

NAME _____

SCHOOL _____

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1–6). This question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account both the source of each document and any point of view that may be presented in the document.

Historical Context:

Throughout its history, the United States has followed different foreign policies to promote its interests. These policies have included neutrality, imperialism, containment, and internationalism. Specific actions have been taken and specific programs have been established to carry out these policies.

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:

- Describe *two* different United States foreign policies
- Discuss *one* specific action or program the United States has used to carry out *each* foreign policy
- Evaluate the extent to which the action or program used was successful in carrying out *each* foreign policy

Note: The rubric (scoring criteria) for this essay appears on the next page.

DOCUMENT-BASED QUESTION GENERIC SCORING RUBRIC

Score of 5:

- Thoroughly addresses all aspects of the *Task* by accurately analyzing and interpreting at least **four** documents
- Incorporates information from the documents in the body of the essay
- Incorporates relevant outside information
- Richly supports the theme or problem with relevant facts, examples, and details
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and concludes with a summation of the theme or problem

Score of 4:

- Addresses all aspects of the *Task* by accurately analyzing and interpreting at least **four** documents
- Incorporates information from the documents in the body of the essay
- Incorporates relevant outside information
- Includes relevant facts, examples, and details, but discussion may be more descriptive than analytical
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and concludes with a summation of the theme or problem

Score of 3:

- Addresses most aspects of the *Task* or addresses all aspects of the *Task* in a limited way, using some of the documents
- Incorporates some information from the documents in the body of the essay
- Incorporates limited or no relevant outside information
- Includes some facts, examples, and details, but discussion is more descriptive than analytical
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme or problem by repeating the *Task* or *Historical Context* and concludes by simply repeating the theme or problem

Score of 2:

- Attempts to address some aspects of the *Task*, making limited use of the documents
- Presents no relevant outside information
- Includes few facts, examples, and details; discussion restates contents of the documents
- Is a poorly organized essay, lacking focus
- Fails to introduce or summarize the theme or problem

Score of 1:

- Shows limited understanding of the *Task* with vague, unclear references to the documents
- Presents no relevant outside information
- Includes little or no accurate or relevant facts, details, or examples
- Attempts to complete the *Task*, but demonstrates a major weakness in organization
- Fails to introduce or summarize the theme or problem

Score of 0: Fails to address the *Task*, is illegible, or is a blank paper

Part A

Short-Answer Questions

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

Document 1

. . .The great rule of conduct for us in regard to foreign nations is, in extending our commercial relations, to have with them as little political connection as possible. So far as we have already formed engagements let them be fulfilled with perfect good faith. Here let us stop. . . .

Our detached and distant situation invites and enables us to pursue a different course. . . .

Why, by interweaving our destiny with that of any part of Europe, entangle our peace and prosperity in the toils of European ambition, rivalry, interest, humor, or caprice [whim]?

It is our true policy to steer clear of permanent alliances with any portion of the foreign world. . . .

— George Washington's Farewell Address, 1796

- 1 According to this document, what United States foreign policy did President George Washington favor? [1]

Score

Document 2

... the American continents ... are ... not to be considered as subjects for future colonization by any European powers. ...

In the wars of the European powers in matters relating to themselves we have never taken any part, nor does it comport [fit] with our policy so to do. ... We owe it, therefore, ... to the amicable [friendly] relations existing between the United States and those powers to declare that we should consider any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and safety. With the existing colonies or dependencies of any European power we ... shall not interfere. ...

— James Monroe's message to Congress, 1823

2a According to this document, what foreign policy did President James Monroe support? [1]

Score

b What did President Monroe say about wars in Europe? [2]

Score

Document 3



“STEP ON IT, DOC!”

3 What United States foreign policy is illustrated by this cartoon? [1]

Score

Document 4

. . . I believe that it must be the policy of the United States to support free peoples who are resisting attempted [control] by armed minorities or by outside pressures.

I believe that we must assist free peoples to work out their own destinies in their own way.

I believe that our help should be primarily through economic and financial aid which is essential to economic stability and orderly political processes. . . .

—Harry Truman's request for funds to support
Greece and Turkey against communism,
Message to Congress, 1947

4a According to this document, what foreign policy did President Harry Truman support? [1]

Score

b What type of assistance did President Truman think the United States should provide to free peoples? [1]

Score

Document 5

Why are we in South Vietnam? We are there because we have a promise to keep. Since 1954 every American President has offered support to the people of South Vietnam. We have helped to build, and we have helped to defend. Thus, over many years, we have made a national pledge to help South Vietnam defend its independence. And I intend to keep our promise.

To dishonor that pledge, to abandon this small and brave nation to its enemy, and to the terror that must follow, would be an unforgivable wrong. . . .

— Lyndon B. Johnson, April 26, 1965

- 5 According to this document, what are *two* reasons President Lyndon B. Johnson sent troops to Vietnam? [1,1]

(1) _____

Score

(2) _____

Score

Document 6

. . . Our action in the [Persian] Gulf is about fighting aggression and preserving the sovereignty of nations. It is about keeping our word . . . and standing by old friends. It is about our own national security interests and ensuring the peace and stability of the entire world. We are also talking about maintaining access to energy resources that are key, not just to the functioning of this country but to the entire world. Our jobs, our way of life, our own freedom [and that] of friendly countries around the world would all suffer if control of the world's great oil reserves fell into the hands of that one man, Saddam Hussein.

So, we've made our stand not simply to protect resources or real estate but to protect the freedom of nations. We're making good on long-standing assurances to protect and defend our friends. . . . We are striking a blow for the principle that might does not make right. Kuwait is small. But one conquered nation is one too many.

— George Bush, after Iraq invaded Kuwait, 1990s

6 According to this document, what *two* reasons did President George Bush give for the United States protecting Kuwait? [1,1]

(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 **four** documents in the body of the essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Throughout its history, the United States has followed different foreign policies to promote its interests. These policies have included neutrality, imperialism, containment, and internationalism. Specific actions have been taken and specific programs have been established to carry out these policies.

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

- Describe *two* different United States foreign policies
- Discuss *one* specific action or program the United States has used to carry out *each* foreign policy
- Evaluate the extent to which the action or program used was successful in carrying out *each* foreign policy

Tear Here

Tear Here

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY
AND GOVERNMENT

Tuesday, June 19, 2001 — 9:15 a.m. to 12:15 p.m., only

ANSWER SHEET

☐ Male
☐ Female

Student Sex:
Teacher
School

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

FOR TEACHER USE ONLY

Part I Score	_____
Part III A Score	_____
Total Part I and III A Score	<div></div>
Part II Essay Score	_____
Part III B Essay Score	_____
Total Essay Score	<div></div>
Final Score (obtained from conversion chart)	<div></div>

Part I

- | | |
|---------|---------|
| 1..... | 26..... |
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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

Tear Here

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FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Tuesday, June 19, 2001 — 9:15 a.m. to 12:15 p.m., only

SCORING KEY AND RATING GUIDE

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 Geography and United States History and Government*.

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.

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
- Sample responses at different score levels

United States History and Government

June 19, 2001

Part I

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

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Albany, New York 12234

UNITED STATES HISTORY and GOVERNMENT

Rating the Essay Questions

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

Rating the Scaffold (open-ended) Questions

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

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

United States History and Government
Content-Specific Rubric
Thematic Essay-June 2001

Score of 5:

- Shows a thorough understanding of how a specific group of Americans has been denied the rights of “life, liberty, and the pursuit of happiness” and of efforts to achieve equality for that group
- Addresses all aspects of the task evenly and in depth
- Discusses examples of how a specific group has been denied rights, discusses efforts to help that group achieve these rights, and evaluates the extent to which the group has achieved equality today
- Richly supports the theme of equality with relevant facts, examples, and details, e.g., African Americans—the use of Jim Crow laws and poll taxes as historical examples of denying them rights; the ruling in *Brown v. Topeka* and the adoption of the twenty-fourth amendment as efforts to help them obtain their rights; the problem of continued prejudice despite the legislative and judicial efforts to help them obtain their rights
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization, usually discussing the historical examples of how the group has been denied rights first, then the efforts to overcome the situation described in the historical examples, and finally evaluating the extent to which the group has achieved equality today
- Introduces the theme of equality by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme.

Score of 4:

- Shows a good understanding of how a specific group of Americans has been denied the rights of “life, liberty, and the pursuit of happiness” and some understanding of efforts to achieve equality for that group
- Addresses all aspects of the task, but may do so somewhat unevenly, using limited details, e.g., a discussion of efforts to help African Americans might mention the Civil Rights Act of 1964, but not provide details to show how the terms of the Act would improve the status of this group
- Shows an ability to discuss examples of how a specific group has been denied rights, efforts that have been made to help that group achieve these rights, and some evaluation of the extent to which the group has achieved equality today
- Includes relevant facts, examples, and details, but may not support all aspects of the task evenly, mentioning historical examples and/or efforts without fully discussing them
- Is a well-developed essay, demonstrating a logical and clear plan of organization, but may not discuss all aspects of the task as extensively as addressed in a Level 5 response
- Introduces the theme of equality by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme

Score of 3:

- Shows a satisfactory understanding of how a specific group of Americans has been denied the rights of “life, liberty, and the pursuit of happiness” and makes a serious attempt to discuss efforts to achieve equality for that group
- Addresses *two* of the required aspects of the task fully or all aspects in a limited way with a discussion of:
 - (1) two historical examples and two efforts without evaluating the extent of achievement
 - (2) one historical example, two efforts, and an evaluation
 - (3) two historical examples, one effort, and an evaluation
 - (4) two historical examples, no efforts, and an evaluation
 - (5) no historical examples, two efforts, and an evaluation
 - (6) all aspects of the task by making general statements that are not supported with specific facts
- Shows some ability to discuss examples of how a specific group has been denied rights, efforts to help the group obtain these rights, and the extent to which the group has achieved equality today
- Includes some relevant facts, examples, and details, but may not support all aspects of the task evenly, mentioning some historical examples and /or efforts without fully discussing them
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of equality by repeating the task and concludes by repeating the theme

Score of 2:

- Shows a limited understanding of the theme of equality, making some attempt to address the task, but tends to mention rather than discuss efforts to achieve equality for a specific group
- Attempts to address the theme of equality, but may mention only:
 - (1) one historical example, one effort, and make some attempt at evaluation
 - (2) two historical examples, no efforts, and make some attempt at evaluation
 - (3) no historical examples, two efforts, and make some attempt at evaluation
 - (4) one historical example, one effort, and make no attempt at evaluation
- Includes few facts, examples, and details and may include information that contains inaccuracies
- Is a poorly organized essay, lacking focus and may digress from the required aspects of the task
- Fails to introduce or summarize the theme or these elements might not refer to the theme

Score of 1:

- Shows a very limited understanding of the theme of equality, showing little effort to discuss efforts to achieve equality for a group
- Lacks an analysis or evaluation of the theme of equality
- Includes little or no accurate or relevant facts, examples, or details, dealing with generalities and presenting little specific accurate information
- Attempts to complete the task, but may demonstrate a weakness in organization
- Fails to introduce or summarize the theme or the introduction and/or conclusion might not refer to the theme

Score of 0: Fails to address the task, is illegible, or is a blank paper.

Notes: The efforts and historical examples do not have to be directly connected.

Depending on the examples, significant additional information may be used to evaluate the extent to which the group has achieved equality today.

The evaluation may be part of the conclusion.

The Declaration of Independence states that none shall be denied the rights of "life, liberty, and the pursuit of happiness." This is all well and good in theory, but when prejudice and tradition are thrown in the mix, these basic rights can be hard to protect. One group that has been denied these rights, time and time again, is the African Americans.

Life has not been easy for blacks in America. When they first came here, they were slaves. When one is a slave, one is considered property (as restated by the Dred Scott decision). Property has no rights. Slaves were bought, bred, and sold as if they were horses or fowl. They were given the worst of the tasks imaginable. They could not own anything, they could not speak their mind, they could not vote. Right there, they are denied the rights of suffrage, free speech, and the pursuit of happiness. Even after the Civil War, life was not any easier for most African Americans.

The Emancipation Proclamation, drafted by Lincoln, did not free any slaves. It made the Civil War all about an ethical issue, though. It was the first step to the 13th (freedom for slaves), 14th (fair trial for blacks and protection of rights), and 15th (black suffrage) Amendments. However, even while those were in place, they were not always enforced. Jim Crow Laws in the South were a legal way

to deny African-Americans their rights. The catch phrase "separate but equal" was the racist way of trying to justify segregation. It wasn't until the Brown vs. the Board of Education of Topeka case that "separate but equal" was found to be nothing of the sort, and unconstitutional.

Rosa Parks was the spark that set off the Black Rights movements about 40 years ago. She refused to give up her seat on a bus to a white man. This example of civil disobedience set the stage for Martin Luther King Jr.'s appearance on the scene. He preached nonviolent approaches: boycotts, marches, strikes, etc. Some groups, such as the Black Panthers, opted for more violent methods of getting the public's attention.

When Martin Luther King Jr. was assassinated, he became a martyr. His "I have a dream" speech became the rallying cry for civil liberties of African-Americans. After his death, the ball got rolling on enforcing the rights of blacks. It became illegal to discriminate on basis of color. Separate facilities for use of blacks and whites were made illegal. African-Americans were allowed to enroll in predominantly white schools. The Jim Crow laws were put out of work, and the little tricks (such as the grandfather clause and literacy tests) were also outlawed.

Even though the rights of African-Americans have come a long way since colonial times, the fight still

Anchor Paper – Thematic Essay—Level 5 – A

continues. Prejudice is still a problem, even if discrimination is illegal. A document can only go so far; it takes a change of heart to get people to support a law. Whether we like it or not, complete equality can never be achieved unless we learn that the color of one's skin does not determine their intelligence, their personality, or the "content of their character" (Martin Luther King, Jr.)."

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

- Shows a thorough understanding of how African Americans have been denied the rights of "life, liberty, and the pursuit of happiness" and shows an extensive knowledge of efforts to achieve equality for African Americans
- Addresses all aspects of the task evenly and in depth
- Discusses examples of how African Americans have been denied rights and the efforts to help this group achieve their rights, and then evaluates the extent to which this group has achieved equality today
- Richly supports the theme of equality with relevant facts, examples, and details, e.g., slavery; Dred Scott decision; Emancipation Proclamation; thirteenth, fourteenth, and fifteenth amendments; Jim Crow laws, *Brown v. Topeka*; the nonviolent black rights' movement, Rosa Parks and Martin Luther King; the Black Panthers
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization (Although, the historical examples of denial of rights and efforts to help the group achieve their rights are not directly connected, they are logically related and well organized. The evaluation of the group's status today is effectively included as the conclusion.)
- Has both an introduction and conclusion that emphasize the serious problem of prejudice in the efforts of African Americans to achieve equality.

Conclusion: Overall, the response best fits the criteria for Level 5. The discussion of the historical examples and efforts includes many specific facts and examples. The evaluation of African Americans' status today shows an insightful understanding of how prejudice continues to be a problem despite legislative and judicial gains.

Throughout United States History, African Americans have been denied the rights of "Life, Liberty & the Pursuit of happiness." Poll taxes, Literacy Tests, grandfather clauses and organizations such as the KKK have been used to keep them down. Efforts have been made by organizations such as the NAACP to remedy this unfairness and "even the playing field" but, despite great accomplishments, there is still a long way to go to reach equality.

After our victory in the Civil War our nation has been working towards equality for the African Americans. In the 13th, 14th & 15th Amendments we gave them the right to vote and equal protection under the law. The South, however, greatly resisted this change. To prevent African Americans from voting, they forced them to pay poll taxes which many could not afford; they had grandfather clauses saying that grandsons and sons of former slaves could not vote, and they forced them to take literacy tests. Without the power to vote, the African Americans had no means of bringing justice back to their lives.

The National Association for the Advancement of Colored People was founded by DuBois to unite blacks and make changes through court decisions. Technical schools were created to train the blacks but these were small changes. It wasn't until Thurgood Marshall overturned the "separate but equal" verdict made in Plessy v. Ferguson

that true changes began. In *Brown v. Board of Ed Topeka*, separate was viewed as unequal and attempts at integration would begin. Leaders such as Martin Luther King Jr. would try to bring integration to all areas of life, not just schools. The civil rights movement would begin. The montgomery bus boycott would integrate the buses. It was a long fight. Civil rights legislation protected their power to vote.

Despite the many changes brought about by the civil rights movement it is an ongoing process. The current civil rights legislation is Affirmative Action. African Americans are still not starting off with equal opportunity. Programs such as head start are trying to make things more fair but racism & bias persist in our nation and "Life Liberty & the pursuit of happiness" is still something African Americans are fighting for.

Anchor Level 5-B

The response:

- Shows a fairly thorough understanding of how African Americans have been denied the rights of “life, liberty, and the pursuit of happiness” and of efforts to achieve equality for African Americans
- Addresses all aspects of the task evenly, although the depth of the discussion is somewhat limited
- Discusses historical examples of how African Americans have been denied rights, and efforts to help African Americans achieve their rights, and evaluates the extent to which the group has achieved equality today, e.g., the South resisted the thirteenth, fourteenth, and fifteenth amendments; technical schools that were created were small changes; true change began with the Civil Rights movement
- Richly supports the theme of equality with relevant facts, examples, and details, showing how African Americans have been denied rights, discussing efforts to help the group achieve these rights, and evaluating the extent of equality the group has achieved today, e.g., poll tax, grandfather clause, NAACP, *Brown v. Topeka*, Martin Luther King, Montgomery bus boycott, affirmative action, and Head Start
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization, first discussing the historical examples, then the efforts to help the group overcome the denial of their rights and finally evaluating the extent to which African Americans have achieved equality today
- Introduces the theme of equality by establishing a framework that is beyond a simple restatement of the task and concludes with the evaluation of the extent to which African Americans have achieved equality.

Conclusion: Overall, the response best fits the criteria for Level 5. The strongest part of this essay is the use of several specific details to support the idea that African Americans have made gains, but that it is still an ongoing process. The evaluation of the extent to which the group has achieved equality today is somewhat limited. Both the introduction and conclusion are strong.

African Americans have been deprived of their right to life, liberty, and the pursuit of happiness throughout American history. However, many efforts have been made in American history to give African Americans these rights granted to them in the Declaration of Independence. Efforts have been made to grant African Americans their rights to life, liberty, and the pursuit of happiness as promised in the Declaration of Independence.

African Americans were denied the right to life, liberty, and the pursuit of happiness in the first half of the 1800's when they were subject to slavery in America. Many African Americans were forced to work on plantations under control of a master (who was not black), treated harshly, and were often beaten. They were sold at auctions and were mostly not allowed to get an education by being schooled. This forced slave labor took away African Americans' right to life, liberty, and the pursuit of happiness in the first half of the 1800's. In the first half of the 1900's African Americans were denied many civil rights in America. Schools were segregated, and the black schools were not in as good condition as white schools. Many public places would not serve black customers, and public transportation was unequally segregated. To make the civil rights problems worse for blacks, the supreme court case of Plessy vs. Ferguson established

that segregation was okay as long as the facilities were "separate but equal." Even though black and white facilities were clearly not equal, nothing was done to enforce that black facilities be equal to the white facilities. This unequal segregation denied blacks their right to life, liberty, and the pursuit of happiness.

African Americans however led efforts to gain the right to life, liberty, and the pursuit of happiness. The Black Panthers were an African American organization developed by Huey Newton in the late 1960's, to early 1970's. The Black Panthers believed that equal rights had to be earned with violence, and they fought for civil rights with the use of violence. One of their main goals to earn the right to life, liberty, and the pursuit of happiness was to stop police brutality on blacks in America. Martin Luther King Jr. led a non-violent civil rights movement in the 1960's where he spoke out to millions of people about ending oppression of blacks, and earning fair civil rights. He fought to give the black americans their right to life liberty and the pursuit of happiness by leading a series of protests and marches all over the country. The efforts of the Black Panthers and Martin Luther King Jr. tried to earn blacks the

Anchor Paper – Thematic Essay—Level 4 – A

right to life liberty and the pursuit of happiness in America.

African Americans have achieved equality today to a great extent, but have not accomplished full and true equality as of yet. African Americans have as good of an opportunity to get a job and go to school as a white person does, and Segregation and slavery are no longer issues anymore. But some people's opinions about blacks being inferior are still around as evidenced by groups like the KKK. But, as far as opportunity, blacks have achieved the right to life liberty and the pursuit of happiness in America.

Anchor Level 4-A**The response:**

- Shows a good understanding of how African Americans have been denied the rights of “life, liberty, and the pursuit of happiness” and demonstrates knowledge of efforts to achieve equality for African Americans
- Addresses all aspects of the task, but uses limited details to discuss the task
- Discusses general examples of how African Americans have been denied rights and the efforts to help them achieve these rights, and evaluates the extent to which they have achieved equality today
- Includes relevant facts, examples, and details, but does not support all aspects of the theme of equality evenly and does not fully discuss them
- Is a well-developed essay, demonstrating a logical and clear plan of organization but does not discuss all aspects of the task as extensively as addressed in a Level 5 response
- Introduces the theme of equality by establishing a framework that is a simple restatement of the task and concludes with an evaluation of the status of African Americans today

Conclusion: Overall, the response best fits the criteria for Level 4. Although all aspects of the task are addressed, the discussion tends to be general rather than detailed.

In United States History, the rights of "life, liberty, and the pursuit of happiness," as promised in the Declaration of Independence, have often been denied to certain groups of Americans. One such group is women. Throughout history women have had to struggle to gain the same rights as men.

Women have gone through great struggles to gain the right to vote. Men thought that women weren't smart enough to vote. Throughout history women such as Susan B. Anthony and Elizabeth Cady Stanton have led efforts to try and gain women's suffrage. Women have tried sit-ins, hunger strikes, protests in front of the white house, and writing letters to Congress in order to gain the right to vote. Eventually, after many decades of hard work and protest, an amendment was passed that gave women the right to vote.

Women have also been denied equal opportunity in the workplace. Since the early years of the United States women were thought to be unequal to men, and their role

was that of a housewife. World War I saw the first time in American history that women worked in factories and industrial settings. Since then women have increased in the workplace. However, until recent years, women were generally paid less than men for doing the same job. Women fought for legislation guaranteeing them equal pay for equal jobs, which they won.

Women have made great strides to achieve the social position they hold today. Although some people still believe women are inferior to men, legislation has been passed saying they are equal. Women's efforts to both gain suffrage and earn equal status in the workplace took a long time, but eventually were successful. Through time and hard work, women have gained their right to "life, liberty, and the pursuit of happiness."

Anchor Level 4-B

The response:

- Shows a good understanding of how women have been denied the rights of “life, liberty, and the pursuit of happiness” and demonstrates knowledge of efforts to achieve equality for women
- Addresses all aspects of the task, but uses limited details
- Discusses examples of how women have been denied rights and the efforts to help women achieve these rights, and makes some evaluation of the extent to which the group has achieved equality today
- Includes some relevant facts, examples, and details, mentioning Susan B. Anthony, Elizabeth Cady Stanton, and an amendment that gave women the right to vote without fully discussing them
- Is a well-developed essay, demonstrating a logical and clear plan of organization, first discussing the lack of suffrage and the struggle to achieve suffrage and then deals with denial of equal opportunity in the workplace and the efforts to overcome that inequality with legislation and then concluding with an evaluation of the extent of equality that exists for women today
- Introduces the theme of equality by establishing a framework that is a simple restatement of the task, but concludes with an analytical evaluation of the extent to which women have achieved equality

Conclusion: Overall, the response fits most of the criteria for Level 4. Although the introduction is weak, it does not detract from the overall quality of the paper. All aspects of the task are addressed, but in a limited way, lacking the thorough discussion necessary for Level 5. The evaluation implies that the work for women’s rights is finished.

Since the foundation of the country, Native Americans have been taken advantage of. Although the Declaration of Independence promises "life, liberty and the pursuit of happiness," the Native Americans have been denied these rights over and over again in history. Native Americans fought for their rights in many different ways, yet they were almost always denied.

The Trail of Tears, a white man program forcing the Indians further inland, was named because so many people died during the march. These people were forced off their homeland, by which the whites had settled. The whites continually pushed Native Americans onto bad land that the whites didn't want to settle. The native groups were no longer able to live where they like, but where the whites forced them to live. Many times, in order to get rid of the natives, Americans killed the natives. The government army attacked native groups and planted the small pox disease in reservation blankets, causing large epidemics. Through all of these ways, Native Americans have been denied their basic rights.

Indians realized that they were treated

unfairly, and fought to keep their rights. A Cherokee Nation, educated in the whites' ways, brought their cause to court. In a much more common example, Chief Joseph, and his Nez Perce tribe refused to leave their land and were attacked by the American Army. Chief Joseph chose to fight, but lost and was forced onto a reservation. In both of these examples, the Indian tribes fought for their rights, and were still denied. There were also concerns about how the Dawes Act led to much previous reservation land getting into the hands of white settlers. Although the situation is better in the present, Native Americans are still hugely discriminated against. The American government is still not willing to give the natives land. About a year ago, the Troguis Indian Nation discovered land had been taken without a treaty. The American government's reason for having a problem with the current situation was that many American families lived on the land, which was the same reason the Nez Perce land was denied to them.

The Native American Indians are still fighting for their basic rights, of which have been denied throughout history. Although the

Anchor Paper – Thematic Essay—Level 4 – C

Situation is becoming less of a problem, it's a long way from being solved. Also, various activist groups "like AIM" are trying to promote the status of Native Americans today.

Anchor Level 4-C**The response:**

- Shows a good understanding of how Native Americans have been denied the rights of "life, liberty, and the pursuit of happiness" and shows knowledge of efforts to achieve equality for Native Americans
- Addresses all aspects of the task, but is uneven in terms of the status of Native Americans today
- Discusses historical examples of how Native Americans have been denied rights and efforts to help them achieve their rights and then attempts to evaluate the extent to which the group has achieved equality today, although some reference is made to Iroquois land claims
- Includes relevant facts, examples, and details, but does not support all aspects of the task evenly, mentioning some historical examples and/or efforts without fully discussing them, e.g., referring to the Cherokee Nation court case without providing any details
- Is a well-developed essay, demonstrating a logical and clear plan of organization, although the third aspect of the task is not discussed as fully as it would need to be in a Level 5 response
- Introduces the theme of equality by establishing a framework that is beyond a simple restatement of the task and concludes with the idea that Native Americans are still a long way from achieving equality

Conclusion: Overall, the response best fits the criteria for Level 4. The discussion of historical examples and efforts is more extensive than the discussion of the status today. Many statements are not supported with specific facts.

Throughout history, certain groups have been denied the rights of "life, liberty, and the pursuit of happiness" as promised to them in the Declaration of Independence.

One group that has been denied these rights are Asian Americans. They have been denied these rights in many cases, one being the passage of the Chinese Exclusion Act, which prevented any more Chinese from coming into the United States.

Another historical example is during World War II, we put ~~out~~ Japanese Americans in camps ~~to~~ because we ~~were not~~ did not trust them.

They lost many of their homes and businesses which was extremely unfair.

Two efforts that have been made to help the group achieve "life, liberty and the pursuit of happiness" we the Chinese Exclusion Act was repealed, ~~to~~ which allowed Chinese to immigrate into our country, and another effort was that we have been paying the Japanese Americans who were imprisoned during the war, or their families a certain amount of-

money per year to compensate for what happened.

I think Asian Americans are gaining more equality today. They are very successful in business, and they own many successful businesses. They also succeed in school. They are becoming more integrated into American culture and society while still maintaining their own individual culture.

Anchor Level 3-A

The response:

- Shows a satisfactory understanding of how Asian Americans (Chinese and Japanese) have been denied the rights of "life, liberty, and the pursuit of happiness" and makes a serious attempt to discuss efforts to achieve equality for Asian Americans
- Addresses all three aspects of the task in a limited way, mentioning two historical examples and two efforts to achieve equality, and discussing, in general terms, the extent to which Asian Americans have achieved equality today
- Discusses, but not in any depth, examples of how Asian Americans have been denied rights and the efforts to help this group achieve their rights, and evaluates the extent to which this group has achieved equality today
- Includes some relevant facts, examples, and details, but does not support all aspects of the theme of equality evenly, mentioning some historical examples without fully discussing them, e.g., passage of the Chinese Exclusion Act, Japanese Americans during World War II
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of equality by repeating the task and concludes by evaluating the extent to which Asian Americans have achieved equality

Conclusion: Overall, the response best fits the criteria for Level 3. All aspects of the task are addressed, in a limited way. Discussion of the specific historical facts is slim, although good examples are mentioned. New information is introduced in the conclusion.

In United States history, the rights of "life, liberty, and the pursuit of happiness," as promised in the Declaration of Independence, have often been denied to certain groups of Americans. 2 groups of Americans I chose that have been denied these rights were African-Americans and women.

For African Americans these rights were not given to them easily. African Americans were segregated from whites for many years. This was because of their race, they used separate bathrooms, restaurants, seats on buses, and schools. 2 efforts that were ~~made~~ made was Brown vs. the Board of Education when an African American girl was denied enrollment into a school close to her house because of race. The ~~be~~ courts decision was to let the girl enroll. Another effort that was made was the Civil Rights Act of 1964 which

said it was illegal to segregate any public places. With these two efforts African Americans were on a road to desegregation.

The second group of people I chose was women. They were blocked from doing things such as vote and having certain types of jobs. Amendments in the constitution finally gave women the right to vote after many protests. One other effort made by women was rebelling against traditional clothing. These women were called flappers, they would dye their hair jet black and ~~were~~ wore pants or shorter skirts and lots of gaudy jewelry.

Both women ~~have~~ and African Americans have achieved equality legally today, but they are still both discriminated against in everyday situations. And so in the United States history, "life, liberty, & the pursuit of happiness,"

Anchor Paper – Thematic Essay—Level 3 – B

as promised in the Declaration of Independence; have often been denied to certain groups of Americans such as women and African Americans but the protest and suffrage they have achieved equality in legal sciences.

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

- Shows a satisfactory understanding of how African Americans have been denied the rights of “life, liberty, and the pursuit of happiness” and makes a serious attempt to discuss efforts to achieve equality for African Americans
Note: The second group mentioned (women) cannot be rated.
- Addresses all three aspects of the task in a limited way, but mentions only one historical example (segregation from whites)
- Discusses, but not in any depth, an example of how African Americans have been denied rights and the efforts to help this group achieve these rights, and evaluates the extent to which this group has achieved equality today
- Includes some relevant facts, examples, and details without fully discussing them, e.g., separate bathrooms, Civil Rights Act of 1964, and *Brown v. Topeka*
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of equality by repeating the task and concludes by repeating the theme

Conclusion: Overall, the response best fits the criteria for Level 3. The student discusses two groups; but only the first group (African Americans) can be scored. Only one historical example is discussed in the attempt to address the status of African Americans. In general, there is little development of information.

"Life, Liberty, and the pursuit of happiness" ~~was~~ should have been an aspect of every American's way of life, but it hasn't. One group that has suffered greatly during this is the African Americans.

In the 1800's Blacks were highly segregated against. Separate drinking fountains, bathrooms, dining areas, and schools were a big way in which blacks were segregated against. One of the best examples would be the case of Rosa Parks, who refused to move to the back of the bus when a white wanted her seat. She was arrested for this, but became a major player in equal rights for blacks.

Another famous example was when a little girl, who was black, wanted to attend a school closer to home so she didn't have to walk so far. The school closer to her was a white school. A famous court case came out of this, Brown vs. The Board of Education.

Both of these cases of discrimination brought about protests for change. All though ~~concluded~~

against. Separate but equal didn't
always mean fair.

Reformers such as Martin Luther King Jr. helped to bring about new ways of living for the blacks. In time, the public segregation laws were made illegal. Poll tests were made illegal, and although there is still discrimination towards blacks, life has improved drastically for African Americans. The hope for the future is that it will only get better, not worse.

Anchor Level 3-C

The response:

- Shows a satisfactory understanding of how African Americans have been denied the rights of "life, liberty, and the pursuit of happiness" and makes a serious attempt to discuss efforts to achieve equality for African Americans
- Addresses all three aspects of the task in a limited way; however, the evaluation of the extent of equality today is not as extensive as the discussion of the historical examples and efforts
- Discusses, but not in any depth, examples of how African Americans have been denied rights and the efforts to help this group achieve rights, and attempts to evaluate the extent to which this group has achieved equality today, e.g., states that "life has improved drastically for African Americans," but gives no explanation
- Includes some relevant facts, examples, and details to discuss historical examples and efforts, e.g., separate drinking fountains, Rosa Parks, *Brown v. Topeka*, and Martin Luther King
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of equality by repeating the task and concludes with an unsuccessful mixture of ideas

Conclusion: Overall, the response fits most of the criteria for Level 3. The weakness of this response is in the evaluation of the extent of equality today and the lack of explanation for many of the statements.

In The History of the United States the rights of life, liberty, and the pursuit of happiness have often been denied to certain groups of America. One such group are African Americans. Examples of this are slavery and in later years unjust laws. Two efforts to do away with such things were the underground railroad and civil rights movements.

In the early years of the United States Africans were unjustly treated by being brought to America and being used as slaves on plantations. Over time they became known as African Americans and this act was called slavery. Slaves (African Americans) had no rights and were always second class to the whites.

Over the years slaves began to revolt against slavery. They wanted equal rights. During these years the Northern region of the U.S. became against slavery while the South was more for it. The slaves began to leave the South and go to a more equal North, but with no rights in the South they legally could not leave. They began the underground railroad. This became the passage to freedom. They escaped their Plantations for a better living in the North.

Years later after slavery was abolished though African Americans were free they still did not have all the rights of the Declaration. This began the civil rights movement. A time where African Americans began an even harder fight for equal rights. Speakers arose to lead a nation into equality.

This is how this group were refused their rights.

Anchor Level 2-A

The response:

- Shows a limited understanding of the theme of equality and makes some attempt to discuss efforts to achieve equality for African Americans
Note: This response tends to mention rather than discuss.
- Attempts to address the theme of equality but mentions only one historical example (slavery), mentions two efforts used by African Americans to achieve equality (Underground Railroad and civil rights movement), and makes no attempt to evaluate the extent to which African Americans have achieved equality today
- Includes few facts, specific examples, and details and includes information that contains inaccuracies, e.g., slaves started the Underground Railroad
- Is a poorly organized essay, lacking focus because it contains little specific information
- Introduces the theme of equality by repeating the task and concludes by repeating the theme

Conclusion: Overall, this response best fits the criteria for Level 2. No attempt to evaluate the extent to which African Americans have achieved equality today is made. The conclusion implies that the student did not understand the third aspect of the task.

There was a time in time when women were denied the rights of life, liberty and the pursuit of happiness. These rights to women have been promised in the Declaration of Independence. These rights has been denied to certain groups and one of those groups are women. In this essay I will discuss two historical examples of how women have been denied their rights of life, liberty and the pursuit of happiness. I will also discuss how women achieved these goals and how it is extended today.

In the 1800s women were denied many rights. Among those rights were the rights to vote, the rights to work. In the 1800s the only thing that women could do was stay home and take care of her husband and kids. Women were always denied the right to vote. All women were unable to vote because men would not allow them to. Women were also denied the right to work. All women were not given that joy to work and make there own money.

After awhile women begin to fight for equal rights. They wanted the equal rights to vote, work and have the rights as stated in the Declaration of Independence. Among the many women to

To Fight For equal rights for all women was Abigail Adams, Susan B. Anthony and Elizabeth Cady Stanton. These women fought and protest for the equal rights among women and men. They were apart of the women's Suffrage group. They felt that Suffrage should be granted to women. Abigail Adams even wrote to her husband John Adams that he should give Suffrage rights to women. These were just some of the women who protest for ~~women's~~ equal rights. ~~women~~ After a while of women protesting ~~to~~ there was the civil war. Workers were needed because there was not enough ~~women~~ workers. So women ~~worked~~ worked in the factories. They build airplanes that were needed for troops in the war. That was the first step ~~to~~ that women took to work and have the rights as men. They build airplanes they help in the Tuskegee army as well as African Americans did. Women begin to work after the Civil War and told men they if they were good enough to work during the war they could work after the war. So women begin to work many places and they begin to protest to vote. Finally it came to a point the women were granted jobs because

there were more job opportunities. women were also granted the right to vote. This became an amendment. Amendment 14 gave women the right to vote.

Today many women are running for senate and other high political jobs. women work in many places, they are even cops, lawyers etc. women now have many rights, rights to vote, the right to work, the right to do as they please. women now have life, liberty, and the pursuit of happiness. They have the rights that are in the Declaration of Independence.

Anchor Level 2-B

The response:

- Shows a limited understanding of the theme of equality and makes some attempt to discuss efforts to achieve equality for women
- Attempts to address the theme of equality, mentioning only one historical example (women were denied many rights in the 1900s) and only one effort to help women achieve rights (protesting their inequality), and making a weak attempt to evaluate the extent to which women have achieved equality today
- Includes few facts, examples, and details (Abigail Adams, Susan B. Anthony, and Elizabeth Cady Stanton), and includes information that contains inaccuracies, e.g., women working in factories during the Civil War and the wrong amendment number for women's suffrage
- Is a poorly organized essay, lacking focus as the attempt to discuss the right to vote and the right to work simultaneously creates confusion
- Introduces the theme of equality by repeating the task and concludes by repeating the theme

Conclusion: Overall, the response best fits the criteria for Level 2. The response has an overall vagueness and much of the specific information is partially incorrect.

In the United States history, the right of "life, liberty and the pursuit of happiness" as promised in the Declaration of Independence, have often been denied to certain groups such as blacks.

Blacks were slaved in the 1800's. The only efforts, beside by the slaves, was by President Lincoln. Lincoln wanted to rid slavery. Slaves would try to flee. Some organized the Underground railroad. But slavery was ended, but they were still segregated.

Another example of how certain groups were denied rights is "life liberty the pursuit of happiness" was when blacks were segregated from whites. They had different schools, different bathrooms. They had to sit at the back of buses. They were inferior to the white race because they were black. Martin Luther King Jr. made efforts of non-violent protests around America. Rosa Parks also an important protestor who sat in front of the bus and refused to move for a white man and was arrested for it.

Anchor Level 2-C

The response:

- Shows a limited understanding of the theme of equality and makes some attempt to discuss efforts to achieve equality for African Americans
Note: This response tends to mention rather than discuss.
- Attempts to address the theme of equality by mentioning two historical examples to show how African Americans were denied their rights (slavery and segregation), discussing, in a limited way, two efforts to achieve their rights (Underground Railroad and nonviolent protests), but makes no evaluation of those efforts
- Includes few facts, examples, and details, e.g., Lincoln, Martin Luther King, and Rosa Parks
- Is a satisfactorily organized essay, demonstrating a general plan of organization
- Restates the theme in the introduction and provides no conclusion

Conclusion: Overall, the response best fits the criteria for Level 2. The discussion of slavery and the Underground Railroad is limited. The response has no evaluation of the extent to which African Americans have achieved equality today.

I believe that the persons w/ disabilities have been denied the rights of "life, liberty and the pursuit of happiness". This group has been denied life because the way it was brought into this world and the way it has been taken care of. The group has been denied liberty because the group is unable to do certain things others can do without disabilities and that isn't fair to them because they can try and do better than a person w/o disabilities. The group has been denied the pursuit of happiness because they probably have been rejected all their life because of their disability problems. Some of them have been given the benefit of the doubt because they have showed people just because they have a disability doesn't mean that they are incapable of doing anything, b/c they can and do better than a normal without a disability problem.

Anchor Level 1-A

The response:

- Shows a very limited understanding of the theme of equality, making little attempt to discuss efforts to achieve equality for persons with disabilities
- Makes some attempt to address the task by discussing the treatment of persons with disabilities without placing the information in specific historical context and without discussing any efforts for this group to achieve equality
- Includes few relevant facts and specific examples
- Demonstrates a weakness in organization, contains only one paragraph and discussing only one aspect of the task
- Introduces the theme, but lacks a conclusion.

Conclusion: Overall, the response best fits the criteria for Level 1. No specific historical facts and examples are presented and only one aspect of the task is addressed.

In the U.S History, the rights of "life, liberty and the pursuit of Happiness," as promised in the declaration of Independence, have often been denied by certain groups of Americans.

One group was the African Americans, who were brought here involuntary. They put to work ~~for~~ with no pay (Slave), treated Horrible. Everything the declaration stands for was violated.

Anchor Level 1-B

The response:

- Shows a very limited understanding of the theme of equality and makes little attempt to discuss efforts to achieve equality for African Americans
- Makes some attempt to address the historic denial of African Americans' rights (slavery), but does not address the other two aspects of the task
- Includes few relevant facts and examples
- Shows a lack of understanding of all of the required aspects of the task
- Restates one part of the theme in the introduction and has no conclusion

Conclusion: Overall, the response best fits the criteria for a Level 1. The essay includes some discussion of the historic example of slavery, but contains no other relevant facts and examples. The other aspects of the task are not addressed.

In United States history, the rights of "life, liberty, and the pursuit of happiness," as promised in the Declaration of Independence, have often been denied to certain groups of Americans.

One group that has been denied to the rights of America were the African

Americans. Two historical examples to show how the group has been denied the rights of "life, liberty, and the pursuit of happiness" are that they have been kept in slavery for over 200 years of the country's birth and later on being denied the rights to

vote, get a job, as well as many other rights. Two efforts that have been made to help the group achieve "life, liberty, and the pursuit of happiness" are the Emancipation

Proclamation which helped the slave be freed from the plantation owners in

the South. The second effort that they made to achieve this was the

Civil Rights Act. This act helped to end a discrimination against all the

minorities from voting, getting a job, using the restrooms, or eating at a restaurant.

Since then the extent to which the group

Thematic Essay— Practice Paper – A

has achieved this was that they are now
able to vote, get jobs, eat where they
want and most important not be a
Slave

The rights of "Life, Liberty, and the Pursuit of Happiness" were promised to all people in the Declaration of Independence. These rights were not granted to all people though. African Americans, Asians, Native Americans and Immigrants have all been greatly discriminated against at one time. Over time I feel that African Americans have been discriminated against the most.

Throughout the years, ~~the~~ African Americans have been denied their right to "Life, Liberty, and the Pursuit of Happiness." It started with the institution of slavery. Although the Declaration of Independence stated that all men were equal, the African Americans were not treated as equals. They were bought and sold on the slave market, and forced to work under hostile conditions for no money. Although some eventually bought their way to freedom, they were still denied their rights vote, own land, and hold most job positions. Eventually most ^{African Americans} ~~slaves~~ gained their freedom from slavery during the mid 1800's, but they were still being discriminated against. The Jim Crow laws prevented them from doing many everyday things. They had trouble getting land and jobs, and there were laws passed to keep them from voting. They needed to pay a fee, and pass a literacy test, which most of them could not do.

Thematic Essay— Practice Paper – B

There have been many efforts made toward the equality of African Americans. One was the civil rights movement during the 60's. This movement, led by Martin Luther King Jr. united hundreds of thousands of people in non-violent protests against segregation, and towards the overall equality of man. During the same time a more radical group, The Black Panthers, not only fought for equal rights, but violently fought for separation as well. In 1954 in the Brown v. the Board of Education, segregation was finally ruled unconstitutional in schools.

~~And discrimination among groups including~~

Today African Americans enjoy equality in every part of their life. Although there still is prejudice, they have the right to any job, access to any school or other facility, and can live wherever they want.

In conclusion many groups including women, Asians, African and Native Americans, have all been discriminated against in the U.S., and have been denied their natural rights.

In United States history, the rights of "life, liberty, and the pursuit of happiness," as promised in the Declaration of Independence, have often been denied to certain groups of Americans. Slaves are an example of one of those groups.

Slaves weren't treated like Americans. They were forced to work, beaten, or possibly killed by their owners, so obviously they didn't have happiness, or life. They couldn't talk or say anything wrong, especially to their owners so there was also no liberty.

The North tried passing laws and ^{was} forcing the South to stop slavery but it took a lot of time. Some blacks stood up in time and things changed after years had passed.

Today there is no slavery anywhere in the world. It will never be forgotten in history about all the bad times, but nothing will probably ever happen again w/ the involvement of slavery.

Thematic Essay— Practice Paper – D

The United States is known world-wide for its guarantee of rights, natural rights for all men; rights such as "life, liberty, and the pursuit of happiness" that have been, at times, selectively withdrawn from application to certain groups of Americans. Asian-Americans have felt the sting of oppression and prejudice on countless occasions.

As our country was growing up, thousands of Asian Immigrants immigrated to us. They were subject to denial of rights in both the government and in their social affairs. Asian Americans were often denied the right of liberty, being forced to work long hours for low wages in mines or on railroads like the continental railroad.

Asian Americans specifically Japanese Americans were discriminated against in WWII. Internment camps where they were held without charges, denied the right to liberty, and the pursuit of happiness.

The people were herded into camps which the federal government deemed necessary. While the government said these were just little towns with shops, schools, and big food trucks, the truth was they were all that, surrounded by guards and barbed wire.

There has been much done to help the denial of rights to Asian American people.

Thematic Essay— Practice Paper – D

founded to give a militant edge to the pursuit of Asian American natural rights. Lately, the government has publicly apologized for the internment camps, and offered a cash settlement to anyone who was in them.

Many occurrences of the denial of rights have plagued minority groups since the birth of our nation. While many denials of rights still occur, one can only hope that by learning from history, we will not repeat it.

When the United States was first given a Constitution, every citizen was granted three basic rights of life, liberty, and the pursuit of happiness. One group, African Americans, have been denied these rights in the past. But attempts have also been made to assure that African Americans will not be denied these rights again.

Even since the time before the United States was a nation African Americans were denied certain rights such as "liberty" by being held captives in slavery. Slaves were an easy way for farmers to have crops grown and harvested so it was hard to stop the practice of slavery. After African Americans were granted the right of liberty their right to the pursuit of happiness was hindered by such "Jim Crow" laws as a poll tax or literacy test. To keep African Americans from having a say in the government some Southern States used a poll tax or literacy test to prevent African Americans from voting. Since very few African Americans could read or had money very few were eligible to vote.

Since then, the Civil Rights Act has made poll taxes and literacy exams "illegal when determining who is going to be able to vote." In the 1950's Dr. Martin Luther King Jr. began the Civil Rights movement.

which fought to gain equality for African Americans in the workplace and in society. Through civil disobedience and other nonviolent forms of protesting the country began to see what had been happening all along.

Today, African Americans are on an equal social status with the rest of the country so the battle for their civil rights was well worth the fight. I think that it's too bad that it took so long to happen.

African Americans overcame many obstacles to gain the basic rights of life, liberty, and the pursuit of happiness that the rest of the country already had.

Practice Paper A—Score Level 3

The response:

- Shows a satisfactory understanding of how African Americans have been denied the rights of “life, liberty, and the pursuit of happiness” and shows a serious attempt to discuss efforts to achieve equality for this group
- Addresses all three required aspects of the task in a limited way with a particularly weak evaluation
- Discusses, but not in any depth, examples of how African Americans have been denied rights and the efforts to help this group achieve rights, and attempts to evaluate the extent to which this group has achieved equality today (African Americans are now able to vote, get jobs, eat where they want, and no longer be slaves)
- Includes some relevant facts, examples, and details in discussing historical examples and efforts, e.g., slavery for over 200 years, Emancipation Proclamation, and Civil Rights Act
- Demonstrates a general plan of organization, even though only one paragraph is used
- Repeats the theme in the introduction and includes the evaluation as part of the conclusion, even though there is no paragraphing

Conclusion: Overall, the response fits most of the criteria for Level 3. The weakness in organization is offset by the serious attempt to use some historical information to address all aspects of the task.

Practice Paper B—Score Level 4

The response:

- Shows a good understanding of how African Americans have been denied the rights of “life, liberty, and the pursuit of happiness” and demonstrates knowledge of efforts to achieve equality for African Americans
- Addresses all aspects of the task, but is somewhat uneven, with the evaluation much weaker than the discussion of the historical examples and efforts
- Discusses examples of how African Americans have been denied rights and the efforts to help African Americans achieve these rights, and makes some evaluation of the extent to which the group has achieved equality today
- Includes some relevant facts, examples, and details, mentioning some historical examples without fully discussing them, e.g., Jim Crow laws and horrible working conditions for slaves
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Establishes a framework that is beyond a simple restatement of the theme and concludes with a summation of the theme of equality for African Americans.

Conclusion: Overall, the response fits most of the criteria for Level 4. All aspects of the task are addressed, but only in a limited way in terms of the evaluation of the extent to which African Americans have achieved equality today. Although the introduction and conclusion are a simple restatement of the theme, they do not detract from the overall understanding of efforts to achieve equality for African Americans.

Practice Paper C—Score Level 2

The response:

- Shows a limited understanding of the theme of equality, but makes some attempt to discuss efforts to achieve equality for African Americans
- Attempts to address the theme of equality by mentioning one historical example to show how African Americans were denied their rights (slavery), discussing in a limited way one effort to achieve their rights (passing of laws by the North to end slavery), and making little attempt to evaluate the extent to which the group has achieved equality today
- Includes few facts, examples, and details
- Is a satisfactorily organized essay, demonstrating a general plan of organization
- Restates the theme in the introduction and concludes with inaccurate information (no slavery anywhere in the world today)

Conclusion: Overall, the response best fits the criteria for Level 2. The response lacks specific information to support statements and contains inaccuracies.

Practice Paper D—Score Level 3

The response:

- Shows a satisfactory understanding of how Asian Americans have been denied the rights of “life, liberty, and the pursuit of happiness” and makes a serious attempt to discuss efforts to achieve equality for Asian Americans
- Addresses all three aspects of the task in a limited way, although the evaluation is not as extensive as the discussion of the historical examples and efforts
- Discusses, but not in any depth, examples of how Asian Americans have been denied rights and the efforts to help this group achieve rights, and attempts to evaluate the extent to which this group has achieved equality today
- Includes some relevant facts, examples, and details in discussing historical examples and efforts, e.g., working long hours for low wages in mines or railroads, Japanese internment camps during World War II, public apology for internment from the government, and cash settlements
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Repeats the theme of equality in the introduction and concludes by stating that while many denials of rights still occur, one can only hope that we learn from history

Conclusion: Overall, the response fits most of the criteria for Level 3. Weaknesses include the evaluation of the extent of equality today and the limited discussion of the denial of rights to Asian immigrants working in the mines or on railroads.

Practice Paper E—Score Level 4

The response:

- Shows a good understanding of how African Americans have been denied the rights of “life, liberty, and the pursuit of happiness” and demonstrates knowledge of efforts to achieve equality for African Americans
- Addresses all aspects of the task, but is somewhat weak in the evaluation of the extent to which African Americans have achieved equality
- Discusses examples of how African Americans have been denied rights and the efforts to help African Americans achieve these rights, and makes some evaluation of the extent to which the group has achieved equality today
- Includes relevant facts, examples, and details to discuss the required historical examples and efforts, e.g., discusses slavery as a denial of liberty, uses various aspects of how Jim Crow laws were used to deny equality, and makes reference to the Civil Rights Acts and the civil disobedience of Martin Luther King
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Establishes a framework that is beyond a simple restatement of the theme and concludes with a summation of the theme of equality for African Americans

Conclusion: Overall, the response best fits the criteria for Level 4. All aspects of the task are addressed, but only in a limited way in terms of the evaluation of the extent to which African Americans have achieved equality today.

Booklet may be separated at this page.

United States History and Government
Part A Specific Rubric
Document-Based Question—June 2001

Document 1

... The great rule of conduct for us in regard to foreign nations is, in extending our commercial relations, to have with them as little political connection as possible. So far as we have already formed engagements let them be fulfilled with perfect good faith. Here let us stop. . . .

Our detached and distant situation invites and enables us to pursue a different course. . . .

Why, by interweaving our destiny with that of any part of Europe, entangle our peace and prosperity in the toils of European ambition, rivalry, interest, humor, or caprice [whim]?

It is our true policy to steer clear of permanent alliances with any portion of the foreign world. . . .

— George Washington's Farewell Address, 1796

Document 1—Question 1

"According to this document, what United States foreign policy did President George Washington favor?"

Score of 1:

- Identifies President George Washington's foreign policy as neutrality, isolationism, or nonalignment

OR

- Quotes a portion of the document that identifies George Washington's foreign policy
Example: "steer clear of permanent alliances"

Score of 0:

- Incorrect response
- Vague response that does not identify a correct foreign policy
Example: "little political connections"
- Blank paper

Document 2

... the American continents ... are ... not to be considered as subjects for future colonization by any European powers. ...

In the wars of the European powers in matters relating to themselves we have never taken any part, nor does it comport [fit] with our policy so to do. ... We owe it, therefore, ... to the amicable [friendly] relations existing between the United States and those powers to declare that we should consider any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and safety. With the existing colonies or dependencies of any European power we ... shall not interfere. ...

— James Monroe's message to Congress, 1823

Document 2—Question 2a

“According to this document, what foreign policy did President James Monroe support?”

Score of 1:

- Identifies President James Monroe's foreign policy as isolationism, a warning to European nations not to establish new colonies in the Western Hemisphere, or nonalignment

OR

- Quotes a portion of the document that identifies President James Monroe's foreign policy
- Examples:* “consider any attempt to extend their system to any portion of this hemisphere as dangerous to our peace and safety; U.S. won't interfere with existing colonies”

Score of 0:

- Incorrect response
 - Vague response that does not identify a correct foreign policy
- Examples:* “we have never taken part in the wars of Europe; friendship”
- Blank paper

Document 2—Question 2b

“What did President Monroe say about wars in Europe?”

Score of 2:

- States that President Monroe said the United States has never taken part in European wars, should continue to avoid conflicts that do not directly affect the United States
OR
- Quotes the major portion of the second paragraph of the document

Score of 1:

- States that President Monroe said we should avoid wars in Europe that do not directly affect the United States
OR
- Quotes a portion of the document that identifies what President James Monroe said about wars in Europe
Example: “in the wars of the European powers in matters relating to themselves we have never taken any part”

Score of 0:

- Incorrect response
- Vague response that does not identify what he said about wars in Europe
Examples: “dangerous to our peace and safety; we shall not interfere”
- Blank paper

Document 3



"STEP ON IT, DOC!"

Document 3—Question 3

"What United States foreign policy is illustrated by this cartoon?"

Score of 1:

- States that the foreign policy illustrated in the cartoon is containment, Marshall Plan, or stopping the spread of communism
- Describes the main idea of the cartoon

Example: "Congress should come to the help of Western Europe to stop the spread of communism!"

Score of 0:

- Incorrect response
 - Vague response that does not identify a foreign policy illustrated in the cartoon
- Examples:* "neutrality; isolationism; Congress is acting too quickly; Congress should act faster"
- Blank paper

Document 4

I believe that it must be the policy of the United States to support free peoples who are resisting attempted [control] by armed minorities or by outside pressures.

I believe that we must assist free peoples to work out their own destinies in their own way.

I believe that our help should be primarily through economic and financial aid which is essential to economic stability and orderly political processes.

—Harry Truman's request for funds to support
Greece and Turkey against communism,
Message to Congress, 1947

Document 4—Question 4a

"According to this document, what foreign policy did President Harry Truman support?"

Score of 1:

- States that President Harry Truman supported containment, or funds were given to support Greece and Turkey against communism

OR

- Quotes a portion of the document that identifies what President Harry Truman supported

Examples: "support free peoples who are resisting attempted control by armed minorities; assist free peoples to work out their own destinies"

Score of 0:

- Incorrect response
- Vague response that does not identify what Truman said

Examples: "war; don't support free peoples who are resisting outside pressures; sending troops"

- Blank paper

Document 4—Question 4b

"What type of assistance did President Truman think the United States should provide to free peoples?"

Score of 1:

- States that President Harry Truman believed the United States should assist free peoples to work out their own destinies or provide economic and financial aid

OR

- Quotes a portion of the document that identifies what President Harry Truman thinks the United States should provide

Example: "primarily through economic and financial aid"

Score of 0:

- Incorrect response
- Vague response that does not identify what Truman supported

Examples: "war; military aid; help"

Document 5

Why are we in South Vietnam? We are there because we have a promise to keep. Since 1954 every American President has offered support to the people of South Vietnam. We have helped to build, and we have helped to defend. Thus, over many years, we have made a national pledge to help South Vietnam defend its independence. And I intend to keep our promise.

To dishonor that pledge, to abandon this small and brave nation to its enemy, and to the terror that must follow, would be an unforgivable wrong. . . .

— Lyndon B. Johnson, April 26, 1965

Document 5—Question 5

“According to this document, what are *two* reasons President Lyndon B. Johnson sent troops to Vietnam?”

Score of 2:

- Identifies two different reasons that President Lyndon B. Johnson sent troops to Vietnam
Examples: “help South Vietnam keep independence; containment; support the people of South Vietnam”

OR

- Quotes two portions of the document that identify two different reasons that President Lyndon B. Johnson sent troops to Vietnam
Examples: “We have a promise to keep; since 1954 every American President has offered support; we have made a national pledge to help South Vietnam defend its independence; to keep our promise”

Score of 1:

- Identifies only one reason that President Lyndon B. Johnson sent troops to Vietnam
- Identifies two reasons for sending troops to Vietnam, but only one example is correct
- Identifies two reasons for sending troops to Vietnam, but both reasons are the same
- Quotes a portion of the document that identifies only one reason that President Lyndon B. Johnson sent troops to Vietnam

Score of 0:

- Incorrect responses
- Vague responses that do not identify a reason given in the document
- Example:* “promise”
- Blank paper

Document 6

... Our action in the [Persian] Gulf is about fighting aggression and preserving the sovereignty of nations. It is about keeping our word ... and standing by old friends. It is about our own national security interests and ensuring the peace and stability of the entire world. We are also talking about maintaining access to energy resources that are key, not just to the functioning of this country but to the entire world. Our jobs, our way of life, our own freedom [and that] of friendly countries around the world would all suffer if control of the world's great oil reserves fell into the hands of that one man, Saddam Hussein.

So, we've made our stand not simply to protect resources or real estate but to protect the freedom of nations. We're making good on long-standing assurances to protect and defend our friends. ... We are striking a blow for the principle that might does not make right. Kuwait is small. But one conquered nation is one too many.

— George Bush, after Iraq invaded Kuwait, 1990s

Document 6—Question 6

"According to this document, what *two* reasons did President George Bush give for the United States protecting Kuwait?"

Score of 2:

- Identifies two reasons that President George Bush gave for the United States protecting Kuwait
Examples: "protecting oil supplies; alliances; protecting our national interest; helping our friends; protecting independent nations"

OR

- Quotes two portions of the document that identify two different reasons that President George Bush gave for the United States protecting Kuwait
Examples: "fighting aggression; preserving the sovereignty of nations; keeping our word; standing by old friends; [protecting] our national security interests; ensuring the peace and stability of the entire world; maintaining access to energy sources; protect the freedom of nations"

Score of 1:

- Identifies only one reason that George Bush gave for the United States protecting Kuwait
- Identifies two reasons for protecting Kuwait, but only one example is correct
- Identifies two reasons for protecting Kuwait, but both reasons are the same

OR

- Quotes a portion of the document that identifies only one reason that George Bush gave for the United States protecting Kuwait

Score of 0:

- Incorrect responses
- Vague responses that do not identify a reason given in the document
Example: "greed; appeasing the Jewish vote"

- Blank paper

U.S. History and Government
Content-Specific Rubric
Document-Based Question—June 2001

Key Ideas from the Documents and Outside Information that may be used in the essay:

Foreign Policy	Action/Program	Evaluation of Success
Neutrality (Isolation)	Washington's Farewell Address (Doc 1)	Allowed United States to concentrate on domestic development
	Monroe Doctrine (Doc 2)	Subsequent relations between the U.S. and Latin America (Roosevelt Corollary, Good Neighbor Policy, Panama Canal)
	Senate Rejection of the Treaty of Versailles	Non-membership in the League of Nations
Containment	Marshall Plan (Doc 3)	Western Europe does not adopt communist governments
	Truman Doctrine (Doc 4)	Greece and Turkey do not fall to communism
	Berlin Airlift	Soviet Union ends blockade
	NATO	Soviet Union forms Warsaw Pact
	Johnson's Escalation of United States role in Vietnam (Doc 5)	Anti-war movement (Kent State Incident, War Powers Act)
Internationalism (Increased world involvement)	Active participation in the United Nations	Success of United Nations as compared to League of Nations
	Marshall Plan (Doc 3)	Economic revival of Western Europe
	Truman Doctrine (Doc 4)	United States commences containment policy
	Persian Gulf War (Doc 6)	Kuwait liberated but Hussein not removed from power
	Peacekeeping efforts (Bosnia, Middle East, Africa)	Controversy over military role of United States, problem of terrorism

Notes: Responses should include descriptions of the foreign policies, not just identification of them. Responses are not limited to the policies identified in the historical context, e.g., imperialism may be discussed.

Responses may identify a specific program as a foreign policy such as Marshall Plan instead of containment or Monroe Doctrine instead of isolation.

Responses may use the same action/program to discuss two different United States foreign policies (See Marshall Plan and Truman Doctrine in the chart.)

Score of 5:

- Thoroughly addresses all aspects of the task by describing *two* different United States foreign policies, discussing *one* specific action or program the United States has used to carry out *each* foreign policy, and evaluating the extent to which the action or program cited was successful in carrying out *each* foreign policy
- Accurately interprets and analyzes at least **four** documents
- Incorporates relevant outside information such as Senate rejection of the Treaty of Versailles
- Richly supports the theme with relevant facts, specific examples, and details such as showing how the Berlin blockade and the airlift led to the formation of NATO, and evaluating the success of NATO as a containment policy

- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization, usually discussing all aspects of the task for one United States foreign policy and then doing the same for a second United States foreign policy
- Introduces the theme of United States foreign policy by establishing a framework that is beyond a simple restatement of the task or historical context and concludes with a summation of the theme

Score of 4:

- Addresses all aspects of the task, although the discussion of one aspect may be less complete than the discussion for the other two aspects of the task
- Accurately interprets and provides at least some analysis of at least **four** documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, specific examples, and details such as discussing NATO's peacekeeping efforts in Bosnia and evaluating the success of those efforts
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme of United States foreign policy by establishing a framework that is beyond a simple restatement of the task or historical context and concludes with a summation of the theme.

Score of 3:

- Addresses two of the three aspects of the task fully or addresses all aspects of the task in a limited way by making statements that are not supported with a discussion of specific facts
- Uses or refers to some of the documents in the essay
- Incorporates limited or no relevant outside information
- Supports the discussion of *two* different United States foreign policies with some relevant facts, specific examples, and details, but discussion is more descriptive than analytical
- Is a satisfactorily developed essay, demonstrating a general of organization
- Introduces the theme of United States foreign policy by restating the task *or* historical context and concludes by simply restating the theme

Score of 2:

- Attempts to address some aspects of the task
- Makes limited use of the documents and may only restate them
- Presents limited or no relevant outside information
- Includes few facts, examples, and details; and may contain some inaccuracies
- Is a poorly organized essay, lacking focus, and may digress or contain extraneous information
- Lacks an introduction and/or a conclusion referring to the theme of United States foreign policy

Score of 1:

- Shows a limited understanding of the task
- Makes vague, unclear, or no reference to the documents
- Presents no relevant outside information
- Includes little or no accurate or relevant facts, details, or examples, and may contain some inaccuracies
- Demonstrates major weakness in organization, including extensive digression or extraneous information
- Lacks an introduction and/or a conclusion referring to the theme of United States foreign policy

Score of 0: Fails to address the task, is illegible, or is a blank paper

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Since its time of conception in the late 18th century, the United States has struggled to balance a domestic and foreign policies, striving to keep itself safe yet preserve our world as a whole. The United States has tried many policies in pursuit of this perfect balance, swinging between extremes. Two of the more prevalent policies demonstrated by the U.S. are neutrality, also known as isolationism, and containment. Both of these experienced very limited levels of success, as ultimately they failed in a wide scope image.

In the beginning, the United States was an unstable and unsure nation, which led them to focus inward rather than outward. Their policy, most often called isolationism or neutrality, kept them from getting involved in Old World matters and affairs, and allowed them to focus on domestic issues. This policy was first truly defined by President George Washington in his Farewell Address. In this, he advised the United States to avoid "entangling alliances" and keep

in this tradition was James Monroe, whose Monroe Doctrine gave birth to the idea of a separation of influence between the Eastern and Western Hemispheres.^(Doc 1) This doctrine would be referred to right through the twentieth century, and is an influential concept even today. The U.S., pulling from the strengths of these two ideas, worked to stay clear of the international scene and to develop an ~~an~~ independent and free nation.

In the late 19th century and the 20th century the United States began to ~~be~~ pursue a different program, a more ~~agg~~ aggressive and paternalistic one. This policy, commonly known as containment, was an effort ~~to~~ to block the spread of communism. The United States attempted to subvert Russian influence and keep the world "free" of its control. Most specifically ~~to~~ the U.S. raced with the USSR ~~agg~~ to influence Western Europe. (Doc 3). Similarly, the U.S. involved itself in the Persian Gulf,

influence. (Doc 6) The U.S. aided many small rebellions in both hemispheres, hoping to bring democracy or at least a U.S. friendly government to every nation. (Doc 4).

Both of these policies had failures in their paths. The idea of isolationism could not survive; the U.S. was economically linked to Europe, and would need Europe's help come the Civil War. Similarly, the Cold War was not a war of ^{clear} winners and losers. In Vietnam, ^{the U.S.} stepped in to prevent communism and ten years later stepped out without a victory or significant accomplishment. (Doc 5). The U.S. was unable to effectively administer the policies, for the flaws ran too deep.

The U.S. has tried many policies to keep its position good and safe in the world of foreign politics. Often unsuccessful, containment and isolationism fit right in. These opposing policies both ended, for the

Anchor Paper – Document-Based Essay—Level 5 – A

most part, yet left remnants that
are still visible in the current U.S.
foreign policy system.

Anchor Level 5-A

The response:

- Thoroughly addresses all aspects of the task by describing *two* different United States foreign policies (isolationism and containment), discussing *one* specific action or program for each policy (George Washington's Farewell Address and the Monroe Doctrine for isolation, referring to the Truman Doctrine and Marshall Plan for containment), and evaluating the extent to which the actions or programs were successful (both policies had failures)
- Accurately interprets and analyzes all of the documents
- Incorporates much relevant outside information (separation of Eastern and Western Hemispheres, Civil War, Cold War)
- Richly supports the discussion of *two* different United States foreign policies with many relevant facts, specific examples, and details (Marshall Plan, Persian Gulf War, Vietnam)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization by using the limitation of isolation as a logical lead into the discussion on containment and evaluating both policies together by showing the drawbacks of the policies
- Introduces the theme of United States foreign policy by establishing a framework that is beyond a simple restatement of the task *or* historical context and concludes with a summation of the theme

Conclusion: Overall, the response best fits the criteria for Level 5. The essay demonstrates the student's sophisticated knowledge of isolation and containment. All of the documents are woven into the discussion of the two policies. Both the introduction and conclusion are particularly strong.

The various foreign policies which the United States has implemented, throughout its history, have varied. Each particular policy, or ^{the} combination of several policies, have been dictated by the events of the time. The US policy of neutrality, as advocated by George Washington, during the birth of the nation gave way to the post-WWII policy of containment. These two policies contrast greatly as each was well suited for the individual time periods. The US foreign policy of neutrality, beginning in the late eighteenth century, isolated the nation from European affairs, while the mid-twentieth century policy of containment thrust the US into many global conflicts.

The Birth of America in the late eighteenth-century christened a new era in global affairs. Where once, ~~the~~ most powerful nations of world were all in Europe, there was now a power across the Atlantic ocean. America, when it gained its independence, was relatively uninvolved politically and especially economically. Thus, Pres. George Washington as he left office in 1796, advocated the US policy of neutrality or nonintervention. By having "as little political connection as possible" with European nations, the US could divulge in its own domestic concerns. America carried out this policy by avoiding any entangling alliances with European nations. Not until the creation of NATO did

the US formally abandon this policy. Neutrality was particularly effective as it allowed the US to concentrate on important domestic issues. Therefore, the US policy of neutrality proved to be an effective means of maintaining US domestic development.

Containment, as advocated by George Kennan, was the US foreign policy undertaken during the Cold War. The US was resolved to stop and deter any form of communist aggression anywhere in the world. The US was literally a "doctor" as they financially, militarily and politically fought off communism in Asia and Europe. The US wanted to allow "free peoples to work out their own destinies in their own way". Containment was not effective, though in Vietnam. The attempt to end communist aggression by the N. Vietnamese proved to be futile and America backed out without a win. The US failed to keep Pres. Lyndon Johnson's "pledge" to Vietnam. Containment worked in Korea and it did a significant amount to counterbalance Soviet influence around the globe. Therefore, Containment was a mixed bag as the results cannot really be generalized.

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

Neutrality was an adequate policy for the time as containment was adequate for its time. Each policy came out of calculated domestic concerns which dictated foreign policies.

Anchor Level 5-B

The response:

- Thoroughly addresses all aspects of the task by describing *two* different United States foreign policies (neutrality and containment), discussing *one* specific action or program for each (Washington's Farewell Address for neutrality and Vietnam for containment), and evaluating the extent to which the actions or programs were successful (Neutrality was an effective means to enable the U.S. to concentrate on important domestic issues; containment was a "mixed bag")
- Accurately interprets and analyzes documents 1, 3, 4, and 5
- Incorporates much relevant outside information (NATO, George Kennan, Cold War, Korea)
- Richly supports the discussion of *two* different United States foreign policies with many relevant facts, specific examples, and details (Washington's advice is followed until NATO, uses the "Doctor" analogy to characterize containment)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization by discussing all required aspects of the task for neutrality and then doing the same for containment
- Introduces the theme by contrasting two United States foreign and concludes by emphasizing that domestic concerns influence foreign policy

Conclusion: Overall, the response best fits the criteria for Level 5. All required aspects of the task are discussed with specific information. The essay demonstrates a good understanding of neutrality and containment. Although the response has some spelling errors and omitted words, the quality of the content is apparent.

Throughout its history, the United States has embraced several different foreign policies in order to protect its interests. Two of these policies have been containment and isolationism.

Containment was a doctrine developed during the 1940's and 50's, and was widely used during the Cold War. It essentially meant that the United States would try to prevent the spread of Communism in Eastern Europe. During the Truman and Eisenhower administrations, this doctrine was spread to Asia as well as Europe. In Truman's 1947 speech to Congress requesting aid to Greece and Turkey, he outlined the policy of containment. (Doc 4) Truman wished to prevent communist takeovers in these countries, and was willing to send economic and financial aid to assist in their struggle. Belief in the "domino effect" was a key part of containment. The domino theory said that if a nation fell to Communism, its neighbors would quickly follow. In the 1940's, Communism was expanding out of ~~east~~ eastern Europe and working towards the Western nations. (Doc 3) The United States felt it must intervene to stop the spreading, because of the fear that the entire continent would soon be Communist.

In the 1960's and 70's, containment policy took effect in Asia. As early as the 1950's, United States troops were in Korea, fighting against the Communist North. But it not until the Vietnam conflict that containment was

...and 500,000 troops to Vietnam to protect it from a ...
Communist invasion. Johnson's argument was that we had
already committed to helping South Vietnam, and to break
our promise would be dishonorable. (Doc 5) In truth, it was
fear of the domino effect in Southeast Asia, not fear of
breaking our commitment that kept U.S. forces in Vietnam
until 1975.

The policy of isolationism began with George
Washington's farewell address. He advised U.S. leaders
to stay out of "entangling alliances" with European
powers^(Doc 1). Washington's idea of isolationism concerned only
military agreements, not economic. In fact, he supported trade
with Europe. By remaining uninvolved in European affairs,
he believed the U.S. would not be dragged into conflicts
in which it had no interest. President James Monroe
favored an isolationist policy as well. His Monroe Doctrine
of 1823 essentially told Europeans ~~that~~ that we remain
uninvolved in Europe, so should they in the Americas. (Doc 2)
It was intended to separate ~~them~~ each hemisphere of the
world.

United States policy changed drastically over the years.
We moved from a policy of uninvolved to one of near
imperialism in containment. The policy of the U.S. has changed
to reflect the interests and goals of the country
in the time period.

Anchor Level 4-A

The response:

- Addresses all three aspects of the task, although the evaluation of the action or programs is less complete than the discussion for the other two aspects of the task
- Accurately interprets and provides at least some analysis of documents 1, 2, 3, 4, and 5
- Incorporates relevant outside information (Cold War, spread of communism in eastern Europe, domino theory, Korea)
- Supports the discussion of *two* different United States foreign policies with relevant facts, specific examples, and details (characterizes containment as preventing communist takeovers in Greece and Turkey and discusses Korea and Vietnam conflicts)
- Is a well-developed essay, demonstrating a logical and clear plan of organization by discussing containment, then isolationism, and then making a combined evaluation of the two policies
- Introduces the theme of United States foreign policy by restating the historical context and naming the two foreign policies that will be discussed and concludes with the idea that United States foreign policy reflects the interests and goals of the country in a given time period

Conclusion: Overall, the response fits most of the criteria for Level 4. The discussion of the containment policy is very good, although the evaluation of either policy is limited.

Anchor Paper – Document-Based Essay—Level 4 – B

The United States and its government has practiced several different foreign policies since the United States independence in the mid 1770's. These foreign policies include containment and neutrality as well as several others. They have been used to protect the United States, protect the allies and neighbors of the United States, spread the influence of the United States throughout the world, and help the United States improve its standing as a world power politically, economically, and militarily.

Containment was a foreign policy that began after the Union of Soviet Socialist Republics, or Soviet Union, was formed. The United States people and government developed a plan to prevent the spread of communism throughout the world. China and Russia had fallen to the communists in the early 1900's. The United States believed it had to prevent communist takeovers in other areas of the world.

After the end of World War II in the 1940's, the United States entered a Cold War against the Soviet Union. This was a war over ideas and beliefs. The two nations never met in combat against each other. They competed with each other over who could build the most destructive weapons, who had the most weapons, who would be the first to send a man into space and to the moon, and who was the most powerful.

The communist Soviet Union began to take over nations in Eastern Europe. The United States government believed its

Truman doctrine was issued in the 1940's to protect Greece and Turkey from falling to communist revolutionaries supposedly backed by the Soviet Union. Money and supplies were sent to countries being threatened by communist takeovers (Doc 4). The Eisenhower doctrine and the Reagan doctrine were passed during the presidencies of Dwight D. Eisenhower and Ronald Reagan to take stronger stands against communist aggression. The United States believed it had to stop communism from spreading to western Europe. It had to protect its allies from communist takeovers (Doc 3).

The United States fought in the Vietnam and Korean wars in order to contain communism. At the end of the Korean war, North and South Korea were divided at the 37th parallel. The United States backed out of the Vietnam war after fighting for over ten years. These are two examples of how the United States tried to contain communism. Although communism was contained in Korea, it spread in Vietnam to Cambodia and Laos, proving the domino theory to be true. Communism collapsed with the fall of the Soviet Union in the 1980's (Doc 3).

Neutrality is a second foreign policy the United States has used throughout its history. The United States has used neutrality in order to stay out of foreign wars and affairs. Neutrality has been declared several times in history in order to maintain peace and

When President George Washington gave his farewell address in 1796, he advised the people of the United States to stay neutral or isolate themselves from foreign affairs. He did not want the United States to become involved in foreign wars or problems (Doc 1). The United States has followed his advice throughout history. During the beginnings of both World War I and World War II the United States sought a policy of neutrality. After the United States became a world power after World War II, it became more involved in foreign affairs and neutrality ended.

In World War II, the United States tried to stay neutral. It wanted to prevent becoming entangled in the war like it did in World War I. Several Neutrality Acts were passed restricting trade and travel with nations at war. Goods were carried on a cash-carry basis. The United States would not accept loans for goods. War goods were not traded at first. They were later traded on a cash-carry basis. These acts were unsuccessful as the United States was drawn into war when the Japanese bombed Pearl Harbor in 1942.

These foreign policies have helped the United States define how it will act with other nations in the world. Although some policies are no longer used today, most have changed in order

Anchor Paper – Document-Based Essay—Level 4 – B

world power, is no longer neutral. Containment has ended due to the collapse of the Soviet Union. Today, with its new standing in world affairs, the United States has changed or adapted foreign policies that will help its government and people in the future.

Anchor Level 4-B**The response:**

- Addresses all aspects of the task, although the discussion of neutrality is less complete than the discussion of containment
- Accurately interprets and provides at least some analysis of documents 1, 3, 4, and 5
- Incorporates relevant outside information with many details (the adoption of communism by the Soviet Union and China, Cold War and the arms and space race, Soviet control of Eastern Europe, Eisenhower and Reagan doctrines, Korean War, collapse of the Soviet Union, Neutrality Acts, Pearl Harbor)
- Supports the discussion of two different United States foreign policies with relevant facts, specific examples, and details
- Is a well-developed essay, demonstrating a logical and clear plan of organization by discussing containment and then neutrality
- Introduces and concludes the theme of United States foreign policy by establishing a framework that is beyond a simple restatement of the task or historical context

Conclusion: Overall, the response best fits the criteria for Level 4. The outside information is particularly strong. More extensive use of the documents would have helped make this paper a Level 5.

Throughout the course of American History, the United States has committed itself to several different foreign policies. Ever since Washington declared that the United States should stay isolated from the rest of the world, there has been a definite rubric concerning foreign policy for the United States.

One of the more recent foreign policies used by the United States is that of containment. Ever since the end of the second world war, the United States has followed the policy of containment. Even today, after the fall of communism in the Soviet Union, the United States still fights communism. This fact is clearly shown when one analyzes the relations between the United States and Cuba. The only reason for the trade embargo placed upon Cuba by the United States is that Cuba is still a communist nation. President Harry Truman also strove to battle communism. In his 1947 message to Congress, he called for financial and economic aid to countries in danger of falling to communism. Both the Truman Doctrine and the Marshall plan were also attempts at containment. Containment was also a prime reason for the United States' entry into the Vietnam war. Belief in the domino theory associated

send those first troops into South Vietnam.

The policy of containment was successful to a certain degree. The Truman Doctrine and the Marshall Plan were both successful in shielding smaller nations from communism; and while South Vietnam eventually fell to communism and while Cuba still remains a communist nation, the United States is still able to function normally.

Another foreign policy used by the United States is that of neutrality. Under the policy of neutrality the United States vowed to stay uninvolved in European conflicts. The United States didn't want to get pulled into a war they didn't need to fight. In his address to Congress in 1823, President James Monroe stated that "In the wars of the European powers in any matter relating to themselves we have never taken any part, nor does it comport with our policy to do so....". That quote clearly illustrates President Monroe's ~~own~~ attitude towards Europe and his belief in the policy of neutrality.

President Monroe also wrote the Monroe Doctrine. In it, he stated that any attempt to invade or colonize any nation in the Western Hemisphere would be considered an act of war on the United States. With this bold statement, President Monroe

Anchor Paper – Document-Based Essay—Level 4 – C

to position themselves somewhere that would aid them in invading his young nation. Monroe's policy of neutrality was successful. The nations of Europe did stay out of the Western Hemisphere. While the United States was forced to fight in European wars, we only did so when it was relevant to our welfare, either directly or indirectly.

The United States always committed itself to a certain foreign policy. Whether it be President Monroe's policy of neutrality, or the policy of containment followed by all Presidents since World War II, the United States has always stayed true to what ^{she} committed herself to.

Anchor Level 4-C

The response:

- Addresses all aspects of the task, although the discussion of neutrality is less extensive than the discussion of containment
- Accurately interprets and provides at least some analysis of documents 2, 3, 4, and 5
- Incorporates relevant outside information (trade embargo on Cuba, domino theory, fall of communism in the Soviet Union)
- Supports the discussion of two different United States foreign policies with relevant facts, specific examples, and details (describes both policies, gives specific examples of fighting in Vietnam and the purpose of Monroe Doctrine, and points out that South Vietnam fell to communism and Cuba is still communist)
- Is a well-developed essay, demonstrating a logical and clear plan of organization by discussing containment and then neutrality
- Introduces and concludes the theme of United States foreign policy by establishing a framework that is beyond a simple restatement of the task or historical context
- **Conclusion:** Overall, the response best fits the criteria for Level 4. Much of the outside information is mentioned rather than fully explained and discussed

Throughout history, the United States has followed different foreign policies to promote its interests. These policies have included containment and isolationism. Specific actions have been taken and specific programs have been established to carry out these policies.

Isolationism has been a policy of the United States from the time of George Washington in the 1790's to World War I and the time after WWI to World War II. Isolationism was enforced with high tariffs and a policy of not forming alliances with any other nations. These actions, however, were not very effective considering that we are now one of the ^{world's} nations leading powers.

The second foreign policy of the United States was that of containment. After World War II the U.S. decided to "contain" communism as much as possible. This was done using the Marshall Plan. This plan provided money to aid European countries in rebuilding and starting democratic governments. This plan was successful

because very few countries in Europe turned to Communism.

In order to promote its interests, the U.S. has followed many foreign policies. These included containment to stop the spread of Communism and isolationism to protect the U.S. from outside forces. In some cases these policies were successful such as containment, but we could only stay isolated for a certain period of time.

Anchor Level 3-A

The response:

- Addresses all aspects of the task in a limited way for the foreign policies of isolationism and containment
- Uses documents 1 and 3
- Incorporates some outside information (tariffs, the Marshall Plan)
- Supports the discussion of containment with some details about the Marshall Plan and mentions high tariffs as a method of enforcing isolationism
- Is a satisfactorily developed essay, demonstrating a general of organization
- Introduces the theme of United States foreign policy by restating the historical context. The strong conclusion does more than simply restate the theme.

Conclusion: Overall, the response best fits the criteria for Level 3. The evaluation of the two foreign policies is particularly weak. Statements are made, but not supported with details (isolation failed because we are now the world's leading power; and containment was successful because few European countries adopted communism). Definitions of policies are not clear.

Throughout history, the U.S. has followed different foreign policies to promote its interest. Two such policies are neutrality and containment. Neutrality was used in the late 1700's by George Washington, while containment was used by Harry Truman in the 1940's.

Neutrality is simply not participating in foreign wars or affairs. In his farewell address, President Washington advised America to steer clear of permanent alliances with other nations. He did not want the government to take sides in European conflicts, such as the war between Britain and France.

Another foreign policy used by the U.S. was the policy of containment. This meant that the U.S. wanted to keep communism in a limited area and stop its spread. In 1947, Harry Truman requested that America supply Greece and Turkey with funds. He hoped that if the U.S. helped small, free countries, then they would be

stronger and wouldn't need the aid of the Soviet Union, which was Communist.

The U.S. used neutrality and containment when dealing with foreign nations, as well as other policies. Both neutrality and containment worked to some extent while remaining neutral may have kept the U.S. out of some European conflicts, it forced America into others. Containment also worked in some cases. However, in others, many American lives were lost in an attempt to stop Communist influence from spreading.

Anchor Level 3-B

The response:

- Addresses all aspects of the task in a limited way for the foreign policies of neutrality and containment, making many statements that are not supported with specific facts (e.g., the comment is made that many United States lives were lost in an attempt to stop communist influence from spreading, but no specific examples are mentioned to help support this general statement).
- Uses documents 1 and 4
- Incorporates limited outside information (European conflict between England and France; Soviet Union was a communist nation)
- Supports the discussion of *two* different United States foreign policies with limited details (aid to Greece and Turkey is connected to the policy of containment; the war between England and France is used as outside information to help explain why George Washington favored neutrality)
- Is a satisfactorily developed essay, initially discussing neutrality and containment in separate paragraphs, but the evaluation of these two policies is somewhat confused
- Introduces the theme of United States foreign policy by restating the historical context and concludes with a weak evaluation of the foreign policies

Conclusion: Overall, the response best fits the criteria for Level 3. All aspects of the task are addressed in a limited way. Few specific details are used to discuss these policies.

Throughout history, The United States has supported many ~~more~~ different foreign policies. It seems that every few years with a change in Presidents the U.S. was changing its foreign policy. Our foreign policies usually represented the state of the U.S. when they were issued. For example, if the foreign policy was issued during wartime it was a very active foreign policy.

In 1796, as George Washington stepped down as President he left the United States with the foreign policy of isolationism. He believed the U.S. should stay out of any foreign alliances as well as foreign affairs. The goal was to have as little political connection to Europe as possible. In his eyes, all the United States would be doing by interfering in Europe would be hurting itself with its own problems. As a new country, the U.S. needed to work out its own problems and get settled into its own rather than dealing with the problems of other countries.

On the other hand, Harry Truman developed a different foreign policy. He believed in the policy of containment, which meant preventing the spread of Communism. He came up with the Truman Doctrine, which offered financial

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

support to any country in need of it in Europe.
He put together a financial package for Greece and
Turkey to prevent Soviet influence ~~of~~ The U.S.
feared the spread of Soviet Communism and did
everything in it's power to stop it. Even if it meant
supporting other countries.

As you can see, the U.S. has gone through
many different phases of foreign policy throughout
it's existence. Some have been successful and others
haven't ~~now~~ worked as well, but none overall our
foreign policies have helped us remain a world power.

Anchor Level 3-C

The response:

- Addresses two of the three aspects of the task for the foreign policies of isolationism and containment, but does not provide any evaluation of the extent to which either foreign policy was successful
- Uses documents 1 and 4
- Incorporates limited relevant outside information (mentioning isolationism)
- Supports the discussion of these two United States foreign policies with limited and general details (as a new country the U.S. needed to work out its own problems)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of United States foreign policy by establishing a framework that is beyond a simple restatement of the historical context, but the conclusion is general and weak

Conclusion: Overall, the response fits most of the criteria for Level 3. The evaluation of the foreign policies is limited with few supporting details. Although the introduction is strong, the discussion of the two foreign policies is mostly a restatement of information contained in the documents with limited conclusions.

Anchor Paper – Document-Based Essay—Level 2 – A

Throughout history, the United States has followed different foreign policies to promote its interests. These policies have included neutrality, imperialism, containment, and internationalism. Specific actions have been taken and specific programs have been established to carry out these policies; for example, Marshall Plan, and Containment.

Marshall Plan was a United States foreign policy supported by President Harry Truman. This policy offered economic and financial aid to foster countries who resisted communism, to maintain economic stability and an orderly political process. This policy was a success because the areas which received this aid did not become communist.

Another United States foreign policy was Containment. The purpose of this policy was to stop the spread of communism in Europe. To carry the policy out and make it a success the U.S. sent troops to the regions that were ^{susceptible} ~~susceptible~~ to communist control to prevent it from spreading. This policy was also successful because it did help to stop the spread of communism.

The Marshall Plan and Containment are two foreign policies carried out in the United States to promote its interests.

Anchor Level 2-A

The response:

- Attempts to address at least some aspects of the task, identifying the Marshall Plan and containment with a limited discussion and evaluation
- Makes limited use of documents 3, 4, and 5, focusing on information from document 4
- Presents limited outside information (mention of the Marshall Plan)
- Includes few facts, examples, and details, except for information from the documents, and contains some inaccuracies (Marshall Plan offered aid to Eastern countries)
- Is a satisfactorily developed essay, demonstrating a general of organization
- Introduces the theme of United States foreign policy by restating the historical context and concludes by simply restating the theme

Conclusion: Overall the response fits most of the criteria for Level 2. All aspects of the task are not addressed. Use of specific information is limited, and most of the information is taken from the documents.

In the course of US History there have been many different types of foreign policies enacted in various areas. These foreign policies have been put into action in order to protect the best interests of the United States. A few of these policies include imperialism, containment, and neutrality. Each policy was for a different situation and enacted in different ways because of the difference in goals.

One American foreign policy is containment which was used at the end of World War II in Western Europe. The United States was trying to contain communism from spreading from China into other nations. One action which the US took was sending troops over to Western Europe in order to hold back communism from spreading. This policy of containment proved to be quite successful in holding back communism from spreading. And even eventually the US made up with China and have friendly relations.

Another foreign policy which was used by President Bush was internationalism in the Persian Gulf War. Saddam Hussein was threatening the world's oil reserves and Bush felt that he had to take action in order to protect the best interests of the other countries. Also, ~~President~~ Bush was keeping his word and standing by old friends. Many troops were sent over to help stop Saddam Hussein from taking over Kuwait. Saddam Hussein was threatening the security, peace, and stability of the entire world. Our (US) actions were quite successful in putting down Saddam Hussein and his plan to take over Kuwait. Our (US) war time materials helped to put him down.

Each foreign policy ~~was~~ warrants different types of programs as well as actions. Some policies are successful while others are not. Both of the policies I choose

Anchor Paper – Document–Based Essay—Level 2 – B

often looked up to by other nations
for help and we usually give
help and guidance to those
countries in need.

Anchor Level 2-B

The response:

- Attempts to address at least some aspects of the foreign policies of containment and internationalism, but descriptions and discussion of actions and programs are weak and sometimes incorrect
- Makes limited use of documents 3 and 6
- Presents limited relevant outside information (use of troops to stop spread of communism in Western Europe)
- Includes some facts, examples, and details from the documents to discuss the Persian Gulf War; but contains some inaccuracies (communism spreading from China to other nations in Western Europe)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of United States foreign policy by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Conclusion: Overall, the response fits most of the criteria for level 2. Although the introduction is strong, the information in the body of the essay is weak. The main weaknesses of this response are the use of inaccurate information in the discussion of containment and the rewording of information contained in the documents used.

The United States has followed a number of foreign policies throughout history. Two policies followed in dealing with foreigners were isolationism and containment.

President James Monroe believed strongly in the idea of isolationism. In dealing with European powers, he declared that the United States would not interfere in their wars, unless they made an attempt to colonize the western Hemisphere.

This is where the Monroe Doctrine comes in. According to the Monroe Doctrine if they make any attempt to do so, the United States will consider it as a threat.

President Lyndon B. Johnson, as well as former presidents believed strongly in a democratic form of government. To ensure a democratic government in places other than the United States, President Johnson followed a policy of containment. In dealing with the South Vietnam war, his motivation for sending in troops was to secure

Anchor Paper – Document-Based Essay—Level 2 – C

These as well as many other American Presidents have approached foreign policy with a different attitude. Whether, they favor a policy of laissez-faire or take forceful action.

Anchor Level 2-C

The response:

- Attempts to address at least some aspects of the task for the foreign policies of isolationism and containment, trying to describe these two policies but does not evaluate the actions
- Makes limited use of documents 2 and 5
- Presents limited outside information (laissez-faire is mentioned in the conclusion)
- Includes few facts, examples, and details by just rewording information from the documents
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of United States foreign policy and concludes with a summation of the theme

Conclusion: Overall, the response fits most of the criteria for level 2. The discussion of the two foreign policies is limited.

The U.S. Has many foreign policies. Containment and neutrality are just a couple. Containment has worked by keeping the spread of Communism to a minimum. Neutrality is to keep neutral during WW1 but it all changed when Pearl Harbor was bombed. That's how we got in WW2.

Anchor Level 1-A

The response:

- Makes some attempt to address one aspect of the task for the policy of containment and describes and attempts to evaluate neutrality
- Makes no reference to the documents
- Presents little relevant outside information (Pearl Harbor)
- Includes few relevant facts, details, or examples
- Is a poorly organized essay, lacking focus
- Introduces the theme of United States foreign policy and identifies the two policies to be discussed, but lacks a conclusion

Conclusion: Overall, the response fits most of the criteria for level 1. Some attempt is made to address the task, but no documents are used, and only one piece of outside information is mentioned.

Throughout its history, the United States has followed different foreign policies to promote its interests. Two of the most famous foreign policies that the United States has followed to promote its interests are neutrality and internationalism. Specific actions and programs have been established to carry out these policies.

Arguably the most famous foreign policy that the United States has followed to promote its interest is neutrality. By staying neutral we prevent from creating enemies from other European countries and we keep peace in the United States. Just like document 1 written by George Washington says that by staying neutral we don't put our peace in risk with European countries' ambition and interest.

Another foreign policy that the United States has followed to promote its interest is internationalism.

Anchor Level 1-B

The response:

- Makes some attempt to address some of the aspects of the task for neutrality, but merely mentions internationalism
- Makes vague reference to document 1
- Presents no relevant outside information
- Includes few accurate or relevant facts, details, or examples
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Has a good introduction, but concludes by introducing internationalism as the second policy

Conclusion: Overall, the response fits most of the criteria for level 1. The discussion of neutrality is largely an attempt to evaluate the policy, but only refers to one document in that discussion.

Throughout its history, the U.S. has followed different foreign policies to promote its interests. These policies have included neutrality, imperialism, containment, and internationalism. Specific actions have been taken: specific programs have been established to carry out these policies. Two extremely important policies that have contributed to the establishment of the U.S. are isolationism and containment.

Isolationism was the U.S. policy that had us stay out of European and other foreign affairs. In George Washington's Farewell Address of 1796 he is speaking of a policy of isolation. He states that we should fulfill our previous obligations to other nations, but that it should stop after that. "We, by interweaving our destiny with that of any part of Europe, entangle our peace and prosperity in the toils of European ambition, rivalry, interest, humors, or caprice?" In this rhetorical question Washington is explicitly saying that we should not join in others' affairs, but to stay clear of permanent alliances with other countries. The U.S. followed the policy of isolation for many years. We remained neutral in foreign affairs and didn't form alliances with other nations. One example of this was when France and England both asked us to join their side in the war. The U.S. kept with isolation and refused to take part in either side as an alliance. Isolation

was effective because it allowed the U.S. to focus on its own personal problems instead of taking the weight of the world on their shoulders.

try and stop the spread of communism in European countries. The United States believed that a Domino effect would take place over in Europe. That is, if one country falls into the deadly grasp of communism then another would fall. If that nation fell then soon another would go with it. It would create a Domino Effect with communism being the downfall. Because of this theory, the U.S. believed and took part in a policy of containment. We tried to stop the spread of communism in other nations. One example of this is the Vietnam war. South Vietnam was in threat of being a fight against the communist North Vietnam. The U.S. knew that by not getting involved that South Vietnam would definitely fall to communism. On April 26, 1965 Lyndon B. Johnson told the world why the U.S. had entered into Vietnam. He stated that "to abandon the small brave nation to its enemy, and to the terror that must follow, would be ^{an} unforgivable wrong..." The terror that he speaks of is the spread of communism. He realized that by allowing one nation to fall to the clutches of communism it is allowing the rest of the world to fall along with it. This stopped the world from falling under communist rule. Throughout its history, the U.S. has followed different foreign policies to promote its interests. We followed a policy of isolation where we refused

Document-Based Essay— Practice Paper – A

to get involved in the rest of the world's affairs so that we could therefore worry about our own problems and deal with them to the best of our ability. We also followed a policy of containment. Here we tried to "contain" or stop the spread of communism. By doing this, we not only would stop communism in Vietnam, but also in numerous other nations that were threatened by communism etc.

Throughout its history, the United States has followed different foreign policies to promote its interests. These policies have included neutrality, imperialism, containment, and internationalism. Specific actions have been taken and specific programs have been established to carry out these policies.

One American foreign policy is containment. Containment can be described as when you do what it takes in order for a country to not take over, control and expand a country that is defenseless against its enemies. One other foreign policy is neutrality which can be described as when a country doesn't want to take sides when both sides are their friends or for fear of what may happen to our nation if we take a side than we lose a friend and gain an enemy.

One action the United States used to carry out containment was in 1990 our former President George Bush sent troops to fight against Saddam Hussein who tried to take over and control Kuwait's oil reserves. Bush felt that he needed to help them so that he could preserve peace for the whole world. He felt that one conquered nation was one too many. One other action was by George

favored Neutrality and Isolationism'. He did not want to engage in other nations affairs because it may endanger our nation. He ~~felt~~ just wanted to trade with ~~the~~ all nations so we may be very industrious. He didn't want to interweave in Europe's problems for fear that Europe rivals may become ours.

Neutrality worked for a little while, but soon we had no choice, but to help our friendly nations or they may become our enemies also.

Throughout its history, the United States has followed different foreign policies to promote its interests. Specific actions have been taken and specific programs have been established to carry out these policies. The following are examples to illustrate these points.

One American foreign policy the US followed was containment. Containment is stopping the spread of communism. The Soviet Union was communist and other nations in Europe and Asia were falling under communism as well. The US saw this as a threat to their national security as well. The US did not want to become a communist nation, so they followed a policy of containment to stop the spread of communism. One action the US took to carry out the policy of containment was the Vietnam conflict. This war began in the late 1960's and continued into the 1970's. North Vietnam was communist and was trying to take over non-communist South Vietnam. South Vietnam did not want to become a communist nation. The US sent troops to Vietnam to stop the North Vietnamese. Many US soldiers died in this conflict. This action was not successful in carrying

1970's and several years later, South Vietnam fell to Communism under North Vietnam. The US policy of containment was not successful.

Another foreign policy followed by the US was neutrality. Neutrality is the act of a nation remaining neutral, especially during wartimes.

The US followed this foreign policy before World War II. President Roosevelt issued the Neutrality Acts of 1935, 1936, 1937, and 1939. The reason for this was because the US had suffered many casualties and had large debts from WWI.

This policy was not successful because the US entered WWII for several reasons. These were the Japanese bombing of Pearl Harbor and the Germans using submarine warfare on the US.

As can be seen, the US has followed different foreign policies in its history.

The United States has followed many different foreign policies throughout history, but two of those foreign policies were crucial to the survival of democracy in the U.S. Those policies were isolationism and containment.

After the Revolutionary War, the brand new United States was a small weak country.

They were the easiest targets of imperialism because they did not have any protection or stable gov't.. After building a stable gov't and establishing peace throughout the nation, Washington addressed in his farewell address that, for survival of the U.S., they should stay out of any entangling affairs in Europe (Document 1).

→ This established the First American foreign policy.

The United States were only allowed to take action only in cases of national self-interest.

During the Presidency of James Monroe, many Latin American countries were gaining independence from Spain. With that at hand, President Monroe took up the policy of the Monroe doctrine. The Monroe doctrine established that the U.S. would not interfere with any foreign affairs in Europe (Document 2). In accordance to that, European countries should not interfere with U.S. affairs or the independent countries

domestic affairs. The U.S. builds up its power rather than to be drawn into European War.

As history progressed, a problem had created a scare in the United States.

Communism was established in Russia in 1917.

After World War 2, communism started to spread to surrounding nations and struck fear on the U.S.

The Soviets had taken control of Eastern Europe. A policy of Containment was established to protect democracy in the free world. The U.S. wanted to protect other nations from falling to communism, otherwise democracy would be demolished. (Document 3) Harry Truman made the Truman Doctrine which would protect Turkey and Greece from Communism. (Document 4)

The U.S. supplied economic and military aid so these countries would prosper and did not fall to Communism. all in all, the Containment policy was successful in Europe.

Therefore, the U.S. followed many foreign policies, but ~~some~~ two were covered for democracy in the U.S. from any entangling affairs which would cause the fall of the U.S.. Containment was another policy, which protected democracy in the U.S. from Communism.

Throughout its history, the United States has followed different foreign policies to promote its interests. These policies have included containment + internationalism. Specific actions have been taken and specific programs have been established to carry out these policies.

Containment is the attempt to resist any kind of communist aggression. One specific action the U.S. has used to carry out this policy was the Vietnam War. The Vietnam War started when the Communist North invaded the Democratic South + the U.S. intervened to prevent the North from taking over. This attempt, however, failed + eventually the North annexed the South.

Internationalism is the U.S.'s ~~for~~ promises to help other nations, to help uphold justice + offer security to other nations. One specific action or program the U.S. has used to carry out this foreign policy was the Gulf War. The Gulf War started when Saddam Hussein, the leader of Iraq invaded Kuwait to gain control of a vast percentage of the world's oil supply. This program was very successful in that Iraq was expelled from Kuwait, + the oil that kept many nations running was not controlled by a single ruthless dictator. It also saved the nation of Kuwait which has been a friend of the United States.

Thus, it is apparent that the U.S. has taken specific action or programs designed to promote its interests while following a policy of containment + internationalism.

Practice Paper A—Score Level 4

The response:

- Addresses all three aspects of the task, although the discussion of specific actions or programs to illustrate neutrality is less extensive than the discussion of containment
- Includes accurate interpretations and at least some analysis of documents 1, 3, 4, and 5
- Incorporates relevant outside information (France and England's struggles in the 1790s, domino theory, South Vietnam threatened by communist North Vietnam)
- Supports the discussion with relevant facts, specific examples, and details (describes containment, discusses the domino effect as prompting Johnson's increasing military role in Vietnam, and evaluates containment as keeping the world from falling under communist rule)
- Is a well-developed essay, demonstrating a logical and clear plan of organization (discusses neutrality and then containment)
- Introduces the theme of United States foreign policy by establishing a framework that is beyond a simple restatement of the historical context and concludes with evaluative comments as well as a summation of the theme.

Conclusion: Overall, the response fits most of the criteria for Level 4. Although the discussion of neutrality lacks specific details to support a specific program or action, the evaluation of both neutrality and containment are very good. The evaluative comments that are made throughout the paper outweigh the analytical use of only three documents.

Practice Paper B—Score Level 2

The response:

- Attempts to address at least some aspects of the task, discussing containment more fully than neutrality, but then failing to evaluate containment
- Makes limited use of documents 1 and 6
- Presents little relevant outside information
- Includes few facts, examples, and details, except for rewording of information from the documents
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of United States foreign policy by restating the historical context and concludes by evaluating neutrality

Conclusion: Overall, the response fits most of the criteria for Level 2. The discussion for the Persian Gulf is better than the discussion of the Farewell Address, but the description of both policies is vague. The lack of specific facts and details is a major weakness.

Practice Paper C—Score Level 3

The response:

- Addresses all aspects of the task for the foreign policies of containment and neutrality in a limited way, although the discussion of containment is more thorough than the discussion of neutrality
- Uses documents 4 and 5
- Incorporates relevant outside information (the Neutrality Acts, bombing of Pearl Harbor) with some inaccuracies (submarine warfare is incorrectly linked to World War Two)
- Supports the discussion of containment with relevant facts, specific examples and details (Vietnam conflict)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of United States foreign policy by restating the historical context and concludes with a one-sentence statement

Conclusion: Overall, the response best fits the criteria for Level 3. While the discussion of containment is very good, the weak discussion of neutrality detracts from the overall quality of the essay.

Practice Paper D—Score Level 4

The response:

- Addresses all three aspects of the task, although the evaluation of the actions or programs is less complete than the discussion for the other two aspects of the task
- Includes accurate interpretations and at least some analysis of documents 1, 2, 3, and 4
- Incorporates relevant outside information (Latin American countries gained independence from Spain, Russian Revolution of 1917, Soviet control of Eastern Europe after WWII)
- Supports the discussion of *two* different United States foreign policies with relevant facts, specific examples, and details (ties Monroe Doctrine to Washington's advice, ties concerns about Greece and Turkey to Soviet control of Eastern Europe)
- Is a satisfactorily developed essay, demonstrating a general plan of organization (discusses neutrality and then containment, although the policies are described in the conclusion)
- Introduces the theme of United States foreign policy by establishing a framework that is beyond a simple restatement of the historical context and concludes by describing the two policies

Conclusion: Overall, the response fits most of the criteria for Level 4. Several evaluative comments are made and meaningful links are established between documents. The conclusion defines the two policies and emphasizes that these policies were necessary to preserve democracy in the United States.

Practice Paper E—Score Level 3

The response:

- Addresses all aspects of the task for the foreign policies of containment and internationalism in a limited way, but does not support statements with a discussion of specific facts
- Uses documents 5 and 6
- Incorporates relevant outside information (specifics of the Vietnam conflict between the North and the South; specifics of the Persian Gulf War)
- Supports the discussion of these foreign policies with limited details but little explanation
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of United States foreign policy by restating the historical context and concludes by simply restating the theme in one sentence

Conclusion: Overall, the response fits most of the criteria for Level 3. The lack of explanation of the facts detracts from the overall quality of this response.

Regents Examination in United States History and Government — June 2001 **Chart for Determining the Final Examination score (Use for June 2001 examination only.)**

To determine the student's final score, locate the student's total essay score across the top of the chart and the total Part I and Part III A score down the side of the chart. The point where those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 6 and a total Part I and Part III A score of 50 would receive a final examination score of 80.

**Total
Essay
Score →**

0	1	2	3	4	5	6	7	8	9	10
0	0	2	5	7	10	13	17	20	24	27
1	1	3	6	8	11	14	18	21	25	28
2	1	4	6	9	12	16	19	22	26	30
3	2	5	7	10	13	17	20	24	27	31
4	3	6	8	11	14	18	21	25	28	32
5	4	6	9	12	16	19	22	26	30	34
6	5	7	10	13	17	20	24	27	31	35
7	6	8	11	14	18	21	25	28	32	36
8	6	9	12	16	19	22	26	30	34	37
9	7	10	13	17	20	24	27	31	35	39
10	8	11	14	18	21	25	28	32	36	40
11	9	12	16	19	22	26	30	34	37	41
12	10	13	17	20	24	27	31	35	39	43
13	11	14	18	21	25	28	32	36	40	44
14	12	16	19	22	26	30	34	37	41	45
15	13	17	20	24	27	31	35	39	43	47
16	14	18	21	25	28	32	36	40	44	48
17	16	19	22	26	30	34	37	41	45	49
18	17	20	24	27	31	35	39	43	47	51
19	18	21	25	28	32	36	40	44	48	52
20	19	22	26	30	34	37	41	45	49	53
21	20	24	27	31	35	39	43	47	51	55
22	21	25	28	32	36	40	44	48	52	56
23	22	26	30	34	37	41	45	49	53	57
24	24	27	31	35	39	43	47	51	55	59
25	25	28	32	36	40	44	48	52	56	60
26	26	30	34	37	41	45	49	53	57	61
27	27	31	35	39	43	47	51	55	59	62
28	28	32	36	40	44	48	52	56	60	64
29	30	34	37	41	45	49	53	57	61	65
30	31	35	39	43	47	51	55	59	62	66

Total Part I and Part III A Score

0	1	2	3	4	5	6	7	8	9	10
31	32	36	40	44	48	52	56	60	64	68
32	34	37	41	45	49	53	57	61	65	69
33	35	39	43	47	51	55	59	62	66	70
34	36	40	44	48	52	56	60	64	68	71
35	37	41	45	49	53	57	61	65	69	73
36	39	43	47	51	55	59	62	66	70	74
37	40	44	48	52	56	60	64	68	71	75
38	41	45	49	53	57	61	65	69	73	76
39	43	47	51	55	59	62	66	70	74	77
40	44	48	52	56	60	64	68	71	75	78
41	45	49	53	57	61	65	69	73	76	80
42	47	51	55	59	62	66	70	74	77	81
43	48	52	56	60	64	68	71	75	78	82
44	49	53	57	61	65	69	73	76	80	83
45	51	55	59	62	66	70	74	77	81	84
46	52	56	60	64	68	71	75	78	82	85
47	53	57	61	65	69	73	76	80	83	86
48	55	59	62	66	70	74	77	81	84	87
49	56	60	64	68	71	75	78	82	85	88
50	57	61	65	69	73	76	80	83	86	89
51	59	62	66	70	74	77	81	84	87	90
52	60	64	68	71	75	78	82	85	88	91
53	61	65	69	73	76	80	83	86	89	92
54	62	66	70	74	77	81	84	87	90	93
55	64	68	71	75	78	82	85	88	91	94
56	65	69	73	76	80	83	86	89	92	94
57	66	70	74	77	81	84	87	90	93	95
58	68	71	75	78	82	85	88	91	94	96
59	69	73	76	80	83	86	89	92	94	97
60	70	74	77	81	84	87	90	93	95	97
61	71	75	78	82	85	88	91	94	96	98

Total Part I and Part III A Score (continued)