

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY
AND GOVERNMENT**

Thursday, January 27, 2011 — 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.

Part III is based on several documents:

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

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

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

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

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

Part I

Answer all questions in this part.

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

Base your answers to questions 1 and 2 on the chart below and on your knowledge of social studies.

**Ranking of Selected States by
Population Size: 1900, 1950, and 2000**

States (in alphabetical order)	1900 Ranking	1950 Ranking	2000 Ranking
California	21	2	1
Florida	33	20	4
Illinois	3	4	5
Indiana	8	12	14
Iowa	10	22	30
Massachusetts	7	9	13
Missouri	5	11	17
New York	1	1	3
North Carolina	15	10	11
Ohio	4	5	7
Pennsylvania	2	3	6
Texas	6	6	2
Virginia	17	15	12

Source: U.S. Census Bureau (adapted)

- Based on the rankings on the census chart, the most populous state in 1900 and 1950 was
 - California
 - Illinois
 - Massachusetts
 - New York
- Based on the ranking from the 2000 census, which pair of states had the greatest number of electors in the 2008 presidential election?
 - Florida and California
 - Iowa and Indiana
 - Pennsylvania and Virginia
 - California and Texas
- Which city is correctly paired with the geographic feature that most directly affected its growth?
 - New Orleans — Pacific Ocean
 - New York City — Chesapeake Bay
 - Chicago — Great Lakes
 - Los Angeles — Appalachian Mountains
- The Mayflower Compact is considered an important step in the development of American democracy because it
 - established the principle of separation of church and state
 - provided a basis for self-government in the Plymouth Colony
 - defined relations with local Native American Indians
 - outlawed slavery in the Massachusetts Bay Colony
- Which economic policy was based on the idea that the American colonies existed primarily to provide economic benefits for Great Britain?
 - mercantilism
 - socialism
 - free trade
 - laissez-faire capitalism
- Why did the authors of the Articles of Confederation create a weak central government?
 - They lacked an understanding of state problems.
 - They anticipated the threat of foreign invasion.
 - They relied on advice from royal governors.
 - They feared the kind of rule experienced under the British monarchy.

- 7 The Three-fifths Compromise was included in the Constitution to resolve a conflict over the
- (1) counting of enslaved persons in relation to taxation and representation
 - (2) reimbursement of plantation owners for runaway slaves
 - (3) number of votes needed to approve a treaty in the Senate
 - (4) number of states needed to ratify a proposed amendment
- 8 What is one feature of the political system created by the original Constitution of the United States?
- (1) guaranteeing equal legal rights to all persons
 - (2) requiring the federal government to maintain a balanced budget
 - (3) dividing powers between the national and state governments
 - (4) granting more power to the executive branch than to the other branches of government

Base your answer to question 9 on the quotation below and on your knowledge of social studies.

... It is our true policy to steer clear of permanent alliances with any portion of the foreign world; so far, I mean, as we are now at liberty to do it; for let me not be understood as capable of patronizing infidelity to existing engagements. I hold the maxim [principle] no less applicable to public than to private affairs, that honesty is always the best policy. I repeat it, therefore, let those engagements be observed in their genuine sense. But, in my opinion, it is unnecessary and would be unwise to extend them....

— President George Washington,
Farewell Address, 1796

- 9 President Washington was offering this advice because he believed
- (1) the destiny of the United States was to rule other countries
 - (2) the United States should seek alliances with other nations
 - (3) alliances could draw the United States into wars
 - (4) the United States should break its agreements with France

- 10 At the Constitutional Convention, the delegates agreed that Congress should have the power to
- (1) declare laws unconstitutional
 - (2) levy and collect taxes
 - (3) select the president
 - (4) eliminate slavery in the states
- 11 Which action is an example of the system of checks and balances?
- (1) An individual pays both a state and a federal income tax.
 - (2) New York State requires at least 180 school days per year.
 - (3) The House of Representatives votes to expel one of its members.
 - (4) The Senate approves a president's nominee to the Supreme Court.
- 12 Which heading best completes the partial outline below?

- | |
|---|
| <p>I. _____</p> <ol style="list-style-type: none"> A. Creation of a national bank B. Full funding of the national debt C. Collection of an excise tax on whiskey |
|---|

- (1) The Spoils System
 - (2) The American System
 - (3) Hamilton's Financial Plan
 - (4) Constitutional Amendments
- 13 One reason President Thomas Jefferson supported the Louisiana Purchase was that he wanted to
- (1) gain full control of the Mississippi River
 - (2) establish a base for controlling the Caribbean
 - (3) maintain control of the slave trade
 - (4) acquire an established manufacturing region
- 14 The Monroe Doctrine (1823) established the United States foreign policy that
- (1) provided foreign aid to developing nations
 - (2) opposed the creation of new colonies in Latin America
 - (3) led directly to the Civil War
 - (4) encouraged expansion into East Asia

- 15 In the early 1800s, which factor was most important in the development of Northern manufacturing centers?
- (1) abundance of water power
 - (2) availability of slave labor in the North
 - (3) development of gold mines
 - (4) access to passes through the Appalachian Mountains
- 16 **“Uncle Tom’s Cabin Stirs Controversy”**
“Kansas Rocked by Bloody Conflict”
“John Brown’s Raid Angers South”
- Which statement about the United States in the 1850s is best supported by these headlines?
- (1) The nation had grown increasingly divided over the future of slavery.
 - (2) Americans had lost confidence in the plan for Reconstruction.
 - (3) Northern and Southern voters were united in support of popular sovereignty.
 - (4) Support for the abolitionist movement decreased during this period.
- 17 Both the Homestead Act (1862) and the Pacific Railway Act (1862) were efforts by the federal government to
- (1) provide land to minority groups
 - (2) resolve conflicts with Native American Indians
 - (3) encourage settlement west of the Mississippi River
 - (4) support settlement of former plantation lands
- 18 After the Civil War, Southern state legislatures attempted to restrict the rights of formerly enslaved persons by
- (1) passing Black Codes
 - (2) ratifying the 15th amendment
 - (3) supporting the goals of the Radical Republicans
 - (4) enacting legislation to strengthen the Freedmen’s Bureau
- 19 In the late 1800s, which factor directly contributed to the growth of the steel industry?
- (1) government regulation of the industry
 - (2) employee ownership of the industry
 - (3) new production techniques that increased efficiency
 - (4) court decisions that allowed collective bargaining
- 20 Most nativists of the late 1800s would most likely have supported the
- (1) creation of settlement houses to aid new immigrants
 - (2) passage of the Chinese Exclusion Act
 - (3) continuation of the contract labor system
 - (4) assimilation of Native American Indians into mainstream culture
- 21 The American Federation of Labor’s support for “bread and butter” unionism was intended to
- (1) gain control of state and federal legislatures
 - (2) change the economic system to socialism
 - (3) combine all skilled and unskilled workers into one large organization
 - (4) improve wages, hours, and working conditions
- 22 Yellow journalism contributed to the start of the Spanish-American War (1898) by
- (1) portraying William McKinley as a pro-war president
 - (2) inciting public outrage over conditions in Cuba
 - (3) showing the need to acquire colonies in the Pacific
 - (4) demanding the repeal of the Gentlemen’s Agreement
- 23 A goal set at the Seneca Falls Convention (1848) was achieved during the Progressive Era by the
- (1) formation of the federal Food and Drug Administration
 - (2) creation of the League of Nations
 - (3) adoption of a national income tax
 - (4) ratification of the woman’s suffrage amendment

24 Books such as *The Octopus* by Frank Norris, *How the Other Half Lives* by Jacob Riis, and *The Jungle* by Upton Sinclair exposed problems associated with

- (1) naturalization of immigrants
- (2) westward expansion
- (3) rapid industrialization
- (4) environmental conservation

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

I will build a motor car for the great multitude. It will be large enough for the family but small enough for the individual to run and care for. It will be constructed of the best materials, by the best men to be hired, after the simplest designs that modern engineering can devise. But it will be so low in price that no man making a good salary will be unable to own one—and enjoy with his family the blessing of hours of pleasure in God’s great open spaces.

— Henry Ford, 1909

25 Which action is most closely associated with Henry Ford’s attempt to realize this vision?

- (1) providing cars in a variety of models
- (2) creating a business monopoly
- (3) downsizing the labor force
- (4) using the assembly line

26 The United States tried to avoid involvement in World War I by following a policy of

- (1) neutrality
- (2) collective security
- (3) economic boycotts
- (4) military preparedness

27 The main reason for the increased migration of African Americans out of the rural South during and following World War I was the

- (1) availability of cheap farmland in the West
- (2) opportunity for factory jobs in the North
- (3) chance to escape racial segregation by joining the military
- (4) elimination of the Ku Klux Klan in the northern states

28 National attention was drawn to the Scopes trial of 1925 because the case

- (1) represented a conflict between science and religion
- (2) reversed a previous Supreme Court decision on free speech
- (3) upheld the right of veterans to protest in Washington, D. C.
- (4) revealed the extent of prejudice against immigrants

29 Which American author was part of the Harlem Renaissance of the 1920s?

- (1) F. Scott Fitzgerald
- (2) Ernest Hemingway
- (3) Langston Hughes
- (4) John Steinbeck

30 The economic boom of the 1920s was fueled in part by

- (1) government subsidies paid to farmers
- (2) tariff reductions on European goods
- (3) increased investment in the stock market
- (4) construction by the Tennessee Valley Authority (TVA)

31 What was a major cause of the Great Depression?

- (1) overproduction and underconsumption
- (2) a decrease in the supply of consumer goods
- (3) an increase in demand for imported products
- (4) an increase in the price of wheat on the world market

32 The New Deal changed American political thinking because it was based on the principle that the

- (1) economy will fix itself if left alone
- (2) federal government should attempt to solve social and economic problems
- (3) political parties must work together to deal with national problems
- (4) states should take a leadership position in solving social issues

33 During World War II, the need of the United States for more war materials resulted in the

- (1) easing of government controls on the economy
- (2) use of lengthy strikes by labor unions
- (3) rationing of some consumer goods
- (4) reduction in profits for defense industries

- 34 A. Japan attacks Pearl Harbor.
 B. Germany invades Poland.
 C. MacArthur dictates a democratic constitution to Japan.
 D. Allies invade Europe on D-Day.

Which sequence of these events related to World War II is in the correct chronological order?

- (1) $D \rightarrow B \rightarrow A \rightarrow C$ (3) $C \rightarrow A \rightarrow B \rightarrow D$
 (2) $B \rightarrow A \rightarrow D \rightarrow C$ (4) $A \rightarrow B \rightarrow C \rightarrow D$

- 35 The Nuremberg trials held at the conclusion of World War II added to international law by

- (1) settling boundary disputes in Europe through arbitration
 (2) placing the blame for World War II on many nations
 (3) ruling that moral and ethical considerations do not apply in wartime
 (4) establishing that high officials and individuals are responsible for their wartime actions

- 36 The primary purpose for the creation of the United Nations was to

- (1) maintain an international army
 (2) promote peace through international agreements
 (3) free Eastern European countries from communism
 (4) supply food to all member countries

- 37 The major reason the United States became involved in the Korean War was the

- (1) threat of communism spreading throughout Asia
 (2) need to prevent war between China and the Soviet Union
 (3) demand by the United States for Korean natural resources
 (4) desire to limit Japanese expansion

- 38 During the 1950s, the main goal of the civil rights movement was to

- (1) create separate African American economic and social institutions
 (2) eliminate legal segregation from American life
 (3) establish affirmative action programs to compensate for past wrongs
 (4) form a new nation for African Americans

- 39 Which event was a result of the other three?

- (1) sit-ins at whites-only lunch counters in Greensboro, North Carolina
 (2) Martin Luther King Jr.'s March on Washington, D. C.
 (3) signing of the Civil Rights Act of 1964
 (4) bus boycott in Montgomery, Alabama

- 40 ... For the war against poverty will not be won here in Washington. It must be won in the field, in every private home, in every public office, from the courthouse to the White House....

— President Lyndon B. Johnson,
 State of the Union Address, January 8, 1964

This statement expresses President Lyndon B. Johnson's view that the

- (1) federal government is solely responsible for the war on poverty
 (2) court system must be held accountable for poverty
 (3) problem of poverty is easily solved
 (4) entire country must help fight poverty

Base your answer to question 41 on the excerpt below and on your knowledge of social studies.

Dear Mr. Barr,

... This letter does not express all that is in my heart, Mr. Barr. But if it says nothing else it says that we do not hate you or rejoice to see your industry destroyed; we hate the agribusiness system [agricultural corporations] that seeks to keep us enslaved and we shall overcome and change it not by retaliation or bloodshed but by a determined nonviolent struggle carried on by those masses of farm workers who intend to be free and human.

Sincerely yours,
 Cesar E. Chavez

— Cesar Chavez, letter to E.L. Barr Jr.,
 Good Friday, 1969, in Andrew Carroll, ed.,
Letters of a Nation, Broadway Books

- 41 Which action did Cesar Chavez take that is most consistent with the theme of this excerpt?

- (1) organizing a farmworkers union
 (2) calling for stricter enforcement of immigration laws
 (3) asking Congress to pass legislation for low-income housing
 (4) promoting the takeover of large corporations by farmworkers

42 One way in which the Supreme Court decisions in *Mapp v. Ohio* (1961), *Gideon v. Wainwright* (1963), and *Miranda v. Arizona* (1966) are similar is that each decision

- (1) defined the rights of students in public schools
- (2) strengthened the role of the police in the arrest process
- (3) demonstrated the Court's disapproval of increasing crime rates
- (4) expanded the constitutional rights of persons accused of crimes

Base your answer to question 43 on the cartoon below and on your knowledge of social studies.



Source: Irving L. Gordon, *American Studies*, Amsco School Publications, 1979

43 Which statement most accurately expresses the main idea of this cartoon?

- (1) Rising farm costs are reducing profits.
- (2) Foreign competition has driven up farm costs.
- (3) Farm production is failing to keep pace with demand.
- (4) Farmers are losing profits due to drought.

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



Source: Marshall Ramsey, *Clarion Ledger*, June 30, 2004 (adapted)

44 Which statement best describes the main idea of the cartoon?

- (1) Iraq is using terrorism to end American military occupation.
- (2) Iraq is rejecting help from the United States against terrorists.
- (3) The United States and terrorists are competing to influence Iraq.
- (4) Iraq is catching up to the United States in the war on terror.

45 Since 1970, what has been a significant economic trend in the United States?

- (1) decline in the number of working mothers in the labor force
- (2) shift in jobs from manufacturing to service industries
- (3) decrease in dependency on foreign oil
- (4) increase in federal budget surpluses

46 The North American Free Trade Agreement (NAFTA) and the European Union (EU) both seek to expand trade within their organizations by

- (1) prohibiting imports from nonmember nations
- (2) creating a common currency and parliament
- (3) lowering tariffs and eliminating import quotas between member nations
- (4) forming military alliances

47 **“Congress Passes Alien and Sedition Acts”**
“Lincoln Suspends Habeas Corpus”
“Wilson Signs 1918 Sedition Act”

These headlines show that the federal government can

- (1) restrict citizens’ rights in times of crisis
- (2) raise armies without informing the public
- (3) station troops in a person’s home at any time
- (4) require citizens to be witnesses against themselves

48 The Interstate Commerce Act (1887), the Sherman Antitrust Act (1890), and the Clayton Antitrust Act (1914) are similar in that they were intended to

- (1) reaffirm the federal government’s laissez-faire attitude toward big business
- (2) increase the federal government’s power to regulate business practices
- (3) authorize the breakup of labor unions
- (4) reject the use of trustbusting

49 **“Grant Administration Caught Up in Credit Mobilier Controversy”**
“Harding’s Secretary of the Interior Indicted in Teapot Dome Investigation”
“Iran-Contra Scandal Leads to Resignation of Reagan Advisor”

Which conclusion can be drawn from these headlines?

- (1) American presidents are not subject to the nation’s laws.
- (2) Senate trials have been used to remove corrupt presidents.
- (3) Only Democratic presidents have been investigated for misdeeds.
- (4) Some presidents have been damaged by the actions of their aides.

Base your answer to question 50 on the constitutional amendment below and on your knowledge of social studies.

Amendment XXV

Section 1. In case of the removal of the President from office or of his death or resignation, the Vice President shall become President.

Section 2. Whenever there is a vacancy in the office of the Vice President, the President shall nominate a Vice President who shall take office upon confirmation by a majority vote of both Houses of Congress.

50 This amendment to the Constitution made it possible for

- (1) voters to elect Franklin D. Roosevelt to a fourth term as president in 1944
- (2) Gerald Ford to become president when Richard Nixon left office in 1974
- (3) the House of Representatives to impeach President Bill Clinton in 1998
- (4) the Supreme Court to rule on the counting of votes in Florida in the presidential election of 2000

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

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: Diversity (Constitutional Rights)

Throughout United States history, Supreme Court decisions have addressed the issue of the constitutional rights of various groups. These decisions have limited or expanded the rights of members of these groups.

Task:

Identify **two** Supreme Court cases related to the rights of specific groups and for **each**

- Describe the historical circumstances surrounding the case
- Explain the Supreme Court's decision in the case
- Discuss how the Supreme Court decision limited **or** expanded the constitutional rights of members of this group

You may use any Supreme Court case from your study of United States history in which the Supreme Court addressed the issue of the constitutional rights of various groups. Some suggestions you might wish to consider include *Worcester v. Georgia* (1832), *Dred Scott v. Sanford* (1857), *Plessy v. Ferguson* (1896), *Korematsu v. United States* (1944), *Brown v. Board of Education of Topeka* (1954), *Heart of Atlanta Motel v. United States* (1964), and *Roe v. Wade* (1973).

You are *not* limited to these suggestions.

Guidelines:

In your essay, be sure to:

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

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

- describe means “to illustrate something in words or tell about it”**
- explain means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”**
- discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”**

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

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

Part III

DOCUMENT-BASED QUESTION

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

Historical Context:

During the Cold War, world events and changing attitudes influenced the way that United States presidents dealt with the Soviet Union. Presidents **John F. Kennedy**, **Richard Nixon**, and **Ronald Reagan** each used various foreign policy approaches in dealing with the Soviet Union.

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

- Discuss how the United States dealt with the Soviet Union during the presidencies of John F. Kennedy, Richard Nixon, **and** Ronald Reagan

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

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

Finally, to those nations who would make themselves our adversary [rival], we offer not a pledge but a request: that both sides begin anew the quest for peace, before the dark powers of destruction unleashed by science engulf all humanity in planned or accidental self-destruction.

We dare not tempt them with weakness. For only when our arms are sufficient beyond doubt can we be certain beyond doubt that they will never be employed.

But neither can two great and powerful groups of nations take comfort from our present course—both sides overburdened by the cost of modern weapons, both rightly alarmed by the steady spread of the deadly atom, yet both racing to alter that uncertain balance of terror that stays the hand of mankind's final war.

So let us begin anew—remembering on both sides that civility is not a sign of weakness, and sincerity is always subject to proof. Let us never negotiate out of fear. But let us never fear to negotiate.

Let both sides explore what problems unite us instead of belaboring those problems which divide us....

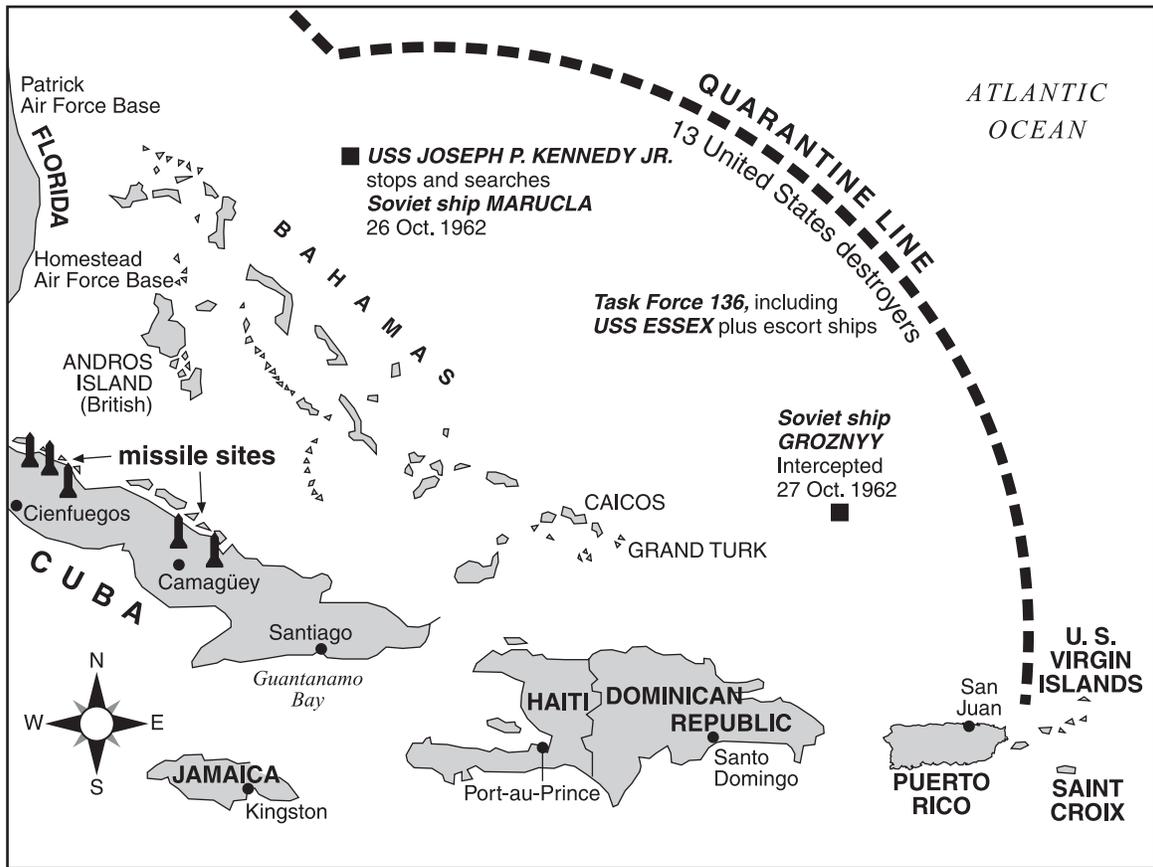
Source: President John F. Kennedy, Inaugural Address, January 20, 1961

- 1 According to President John F. Kennedy, what is **one** action the United States should take in dealing with its Cold War rivals? [1]

Score

Document 2

Cuban Missile Crisis



Source: "Flag Plot Cuban Missile Crisis," October 28, 1962, U.S. Naval Historical Center, National Security Archive, George Washington University (adapted)

2 Based on this map, state **one** action ordered by President John F. Kennedy during the Cuban missile crisis.
[1]

Score

Document 3a

President John F. Kennedy and Soviet Premier Nikita Khrushchev



Source: Herblock, *Washington Post*, November 1, 1962 (adapted)

Document 3b

... I speak of peace because of the new face of war. Total war makes no sense in an age when great powers can maintain large and relatively invulnerable nuclear forces and refuse to surrender without resort to those forces. It makes no sense in an age when a single nuclear weapon contains almost ten times the explosive force delivered by all the allied air forces in the Second World War. It makes no sense in an age when the deadly poisons produced by a nuclear exchange would be carried by wind and water and soil and seed to the far corners of the globe and to generations yet unborn...

In short, both the United States and its allies, and the Soviet Union and its allies, have a mutually deep interest in a just and genuine peace and in halting the arms race. Agreements to this end are in the interests of the Soviet Union as well as ours — and even the most hostile nations can be relied upon to accept and keep those treaty obligations, and only those treaty obligations, which are in their own interest...

Source: President John F. Kennedy, Commencement Address at American University, Washington, D.C., June 10, 1963

3 Based on these documents, what are **two** reasons the United States and the Soviet Union needed to address the issue of nuclear war? [2]

(1) _____

Score

(2) _____

Score

Document 4

... You have to give both [President Richard] Nixon and [National Security Advisor Henry] Kissinger the credit—Nixon because he is the president. It was his clear feeling that we ought to move toward China. I think that he also understood that because of his anti-communist credentials, it would be easier for him than, say, for [Senator] Hubert Humphrey. More importantly, he knew that China would become an important country; our approach to China would give the Soviet Union an incentive to have better relations with us, in that they might get a bit nervous about our dealings with the Chinese. Indeed, within months after the announcement of Kissinger's secret trip, we had an agreement on a summit meeting with the Soviets, as well as a breakthrough on SALT [Strategic Arms Limitation Talks], and on the Berlin negotiations. Kissinger had, independently, come to the same conclusions, for the same reasons...

Source: Winston Lord in Gerald S. and Deborah H. Strober, *Nixon: An Oral History of His Presidency*, HarperCollins, 1994

4 According to Winston Lord, what are **two** ways the new United States policy toward China improved United States–Soviet relations? [2]

(1) _____

Score

(2) _____

Score

Document 5

... Many of those who watched the week unfold in Moscow concluded that this summit—the most important since Potsdam in 1945 and probably the most important Soviet political event since Stalin’s death—could change world diplomacy. It was all the more impressive because it seemed not so much a single, cataclysmic [momentous] event but part of a process, part of a world on the move....

The meeting underscored [emphasized] the drive toward detente based on mutual self-interest—especially economic self-interest on the part of the Soviets, who want trade and technology from the West. None of the agreements are shatterproof, and some will lead only to future bargaining. But the fact that they touched so many areas suggested Nixon’s strategy: he wanted to involve all of the Soviet leadership across the board—trade, health, science—in ways that would make it difficult later to reverse the trends set at the summit....

Source: “What Nixon Brings Home from Moscow,” *Time*, June 5, 1972

5 According to this document, why was the Moscow summit important to United States–Soviet relations? [1]

Score

Document 6

... As far as our relations with the Soviets are concerned, we shall continue. We shall continue to negotiate, recognizing that they don't like our system or approve of it and I don't like their system or approve of it. Mr. Brezhnev [Soviet leader Leonid Brezhnev] knows that, and I know it, and we have discussed it quite bluntly and directly.

However, it is essential that both nations, being the super powers that we are, continue to make progress toward limiting arms, toward avoiding confrontations which might explode into war, as it might have in the Mideast if we had not had this period of negotiation, and also continuing those negotiations for reduction of forces in Europe and reduction of arms, or certainly the limitation of arms, and the various other initiatives that we are undertaking with the Soviets.

In a nutshell, this is what we have to consider: Do we want to go back to a period when the United States and the Soviet Union, the two great super powers, stood in confrontation against each other and risk a runaway nuclear arms race and also crisis in Berlin, in the Mideast, even again in Southeast Asia or other places of the world, or do we want to continue on a path in which we recognize our differences but try to recognize also the fact that we must either live together or we will all die together?...

Source: President Richard Nixon, Press Conference, February 25, 1974

- 6 According to President Richard Nixon, what is **one** reason the United States should continue its negotiations with the Soviet Union? [1]

Score

Document 7

... Ronald Reagan entered office [the presidency] as the most emphatically anti-Soviet American chief executive since Harry Truman, who presided over the beginning of the Cold War. The Reagan administration was committed to stepping up the competition with the Soviet Union in the areas where the rivalry was sharpest. It orchestrated the most expensive peacetime military buildup in American history and began the Strategic Defense Initiative, which was designed to free the world from the nuclear stalemate in which each side's society was hostage to the weapons of the other. But the Reagan years have demonstrated the limits to both policies. They have made it clear that the United States, like the Soviet Union, will have to settle for military equilibrium in the great power rivalry...

Source: Bialer and Mandelbaum, *The Global Rivals*, Alfred A. Knopf, 1988

- 7 According to Bialer and Mandelbaum, what was **one** action taken by the Reagan administration that demonstrated an anti-Soviet foreign policy? [1]

Score

Document 8

... And now the Soviets themselves may, in a limited way, be coming to understand the importance of freedom. We hear much from Moscow about a new policy of reform and openness. Some political prisoners have been released. Certain foreign news broadcasts are no longer being jammed. Some economic enterprises have been permitted to operate with greater freedom from state control. Are these the beginnings of profound changes in the Soviet state? Or are they token gestures, intended to raise false hopes in the West, or to strengthen the Soviet system without changing it? We welcome change and openness; for we believe that freedom and security go together, that the advance of human liberty can only strengthen the cause of world peace.

There is one sign the Soviets can make that would be unmistakable, that would advance dramatically the cause of freedom and peace. General Secretary Gorbachev, if you seek peace, if you seek prosperity for the Soviet Union and Eastern Europe, if you seek liberalization: Come here to this gate! Mr. Gorbachev, open this gate! Mr. Gorbachev, tear down this wall!...

Source: President Ronald Reagan,
speech at the Brandenburg Gate,
June 12, 1987



President Ronald Reagan speaks on the West Berlin side of the Brandenburg Gate, June 12, 1987.

Source: German Missions in the United States (adapted)

8a According to President Ronald Reagan, what is **one** action taken by the Soviet Union that indicates it may be reforming its policies? [1]

Score

b According to President Ronald Reagan, what is **one** action that General Secretary Mikhail Gorbachev should take to advance the cause of freedom and peace? [1]

Score

Document 9

This article was written by former Soviet leader Mikhail Gorbachev following the death of former President Ronald Reagan on June 5, 2004.

... Ronald Reagan's first term as president had been dedicated to restoring America's self-confidence. He appealed to the traditions and optimism of the people, to the American dream, and he regarded as his main task strengthening the economy and the military might of the United States. This was accompanied by confrontational rhetoric toward the Soviet Union, and more than rhetoric—by a number of actions that caused concern both in our country and among many people throughout the world. It seemed that the most important thing about Reagan was his anti-Communism and his reputation as a hawk who saw the Soviet Union as an “evil empire.” Yet his second term as president emphasized a different set of goals. I think he understood that it is the peacemakers, above all, who earn a place in history. This was consistent with his convictions based on experience, intuition and love of life. In this he was supported by Nancy—his wife and friend, whose role will, I am sure, be duly appreciated....

In the final outcome, our insistence on dialogue proved fully justified. At a White House ceremony in 1987, we signed the intermediate-range nuclear forces treaty, which launched the process of real arms reduction. And, even though we saw the road to a world free of nuclear weapons differently, the very fact of setting this goal in 1986 in Reykjavik [Iceland] helped to break the momentum of the arms race....

Source: Mikhail Gorbachev, “A President Who Listened,” *New York Times*, June 7, 2004

9 According to Mikhail Gorbachev, how did President Ronald Reagan's attitude toward the Soviet Union change during his second term? [1]

Score

Part B

Essay

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

Historical Context:

During the Cold War, world events and changing attitudes influenced the way that United States presidents dealt with the Soviet Union. Presidents **John F. Kennedy**, **Richard Nixon**, and **Ronald Reagan** each used various foreign policy approaches in dealing with the Soviet Union.

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

- Discuss how the United States dealt with the Soviet Union during the presidencies of John F. Kennedy, Richard Nixon, **and** Ronald Reagan

Guidelines:

In your essay, be sure to

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

UNITED STATES HISTORY AND GOVERNMENT

Thursday, January 27, 2011 — 9:15 a.m. to 12:15 p.m., only

ANSWER SHEET

Male

Female

Student

Teacher

School

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

FOR TEACHER USE ONLY

Part I Score _____

Part III A Score _____

Total Part I and III A Score

Part II Essay Score _____

Part III B Essay Score _____

Total Essay Score

Final Score
(obtained from conversion chart)

1.....	26.....
2.....	27.....
3.....	28.....
4.....	29.....
5.....	30.....
6.....	31.....
7.....	32.....
8.....	33.....
9.....	34.....
10.....	35.....
11.....	36.....
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20.....	45.....
21.....	46.....
22.....	47.....
23.....	48.....
24.....	49.....
25.....	50.....

No. Right

The declaration below must 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

Tear Here

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

Tear Here

Tear Here

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Thursday, January 27, 2011 — 9:15 a.m. to 12:15 p.m., only

SCORING KEY FOR PART I AND RATING GUIDE FOR PART II (THEMATIC ESSAY)

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site <http://www.p12.nysed.gov/osa/> and select the link "Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and at least one more time before the final scores for the examination are recorded.

Contents of the Rating Guide

For **Part I** (Multiple-Choice Questions):

- Scoring Key

For **Part II** (thematic) essay:

- 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

General:

- Test Specifications
- Web addresses for the test-specific conversion chart and teacher evaluation forms

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Albany, New York 12234

VOLUME
1 OF 2
MC & THEMATIC

United States History
and Government

January 27, 2011

Part I

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

Cut Here

Cut Here

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 Scoring the Regents Examination 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.

Rating the Essay Question

- (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.

United States History and Government
Content-Specific Rubric
Thematic Essay
January 2011

Theme: Diversity (Constitutional Rights)

Throughout United States history, Supreme Court decisions have addressed the issue of the constitutional rights of various groups. These decisions have limited or expanded the rights of members of these groups.

Task: Identify *two* Supreme Court cases related to the rights of specific groups and for *each*

- Describe the historical circumstances surrounding the case
- Explain the Supreme Court's decision in the case
- Discuss how the Supreme Court decision limited *or* expanded the constitutional rights of members of this group

You may use any Supreme Court case from your study of United States history in which the Supreme Court addressed the issue of the constitutional rights of various groups. Some suggestions you might wish to consider include *Worcester v. Georgia* (1832), *Dred Scott v. Sandford* (1857), *Plessy v. Ferguson* (1896), *Korematsu v. United States* (1944), *Brown v. Board of Education of Topeka* (1954), *Heart of Atlanta Motel v. United States* (1964), and *Roe v. Wade* (1973).

Scoring Notes:

1. This thematic essay has a minimum of *six* components (the historical circumstances surrounding *each* of *two* Supreme Court cases related to the rights of a specific group, the Supreme Court's decision in *each* case, and how *each* decision limited *or* expanded the constitutional rights of members of the group).
2. The group involved in the Supreme Court case does not need to be specifically identified as long as the group is implied in the discussion.
3. For the purposes of this question, a broad interpretation of specific groups may be applied (*Gideon v. Wainwright*/rights of the poor; *Tinker v. Des Moines*/rights of students) as long as the focus of the response is on the constitutional rights of the group.
4. If related cases such as *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka* are chosen, *Plessy* may be used as part of the historical circumstances surrounding *Brown* as long as all aspects of the task for each case are thoroughly developed.
5. The discussion of expanding or limiting the rights of groups may be similar but the details should be specific to each Supreme Court decision, e.g., both *Brown v. Board of Education of Topeka* and *Heart of Atlanta Motel v. United States* expanded the rights of African Americans by forbidding various forms of discrimination, but *Brown* applied to public schools and *Heart of Atlanta* applied to public accommodations.
6. The response may discuss how the Supreme Court decision limited or expanded the rights of a group from any perspective as long as the position taken is supported by accurate historical facts and examples.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by describing the historical circumstances surrounding **each** of **two** Supreme Court cases, explaining the Supreme Court's decision in each case and discussing how each decision either expanded *or* limited the rights of the involved group
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Korematsu v. United States*: connects the long-standing prejudice against Japanese Americans, fear of espionage/sabotage after the Japanese attack on Pearl Harbor, and President Roosevelt's order to relocate West Coast Japanese Americans to the Supreme Court's decision upholding Japanese American exclusion from the West Coast based on the needs of national security during wartime that limited their rights and caused the imprisonment of and property loss for American citizens of Japanese descent without due process; *Brown v. Board of Education of Topeka*: connects 19th-century Jim Crow laws and strict segregation of African Americans in public facilities and schools to the Warren Court's decision that "separate but equal" was unconstitutional and the order to desegregate schools "with all deliberate speed," linking the decision that expanded rights for African Americans to the desegregation of all public facilities and the fulfillment of equal protection of law for African Americans
- Richly supports the theme with relevant facts, examples, and details; *Korematsu v. United States*: Gentleman's Agreement; San Francisco school segregation; Executive Order #9066; Manzanar; Nisei; 2/3 were citizens; 5th amendment; mass evacuations in trains and trucks; loss of family structure; German Americans and Italian Americans not interned; apology in 1988; reparations; *Brown v. Board of Education of Topeka*: slavery; Civil War; Reconstruction; 14th amendment; undermining of *Plessy v. Ferguson*; unanimous decision; Linda Brown; NAACP; Thurgood Marshall; minority children feeling inferior; Montgomery Bus Boycott; President Eisenhower; troops to Little Rock; 1964 Civil Rights Act; Martin Luther King Jr.; impact of *Heart of Atlanta Motel v. United States*; busing; de jure vs. de facto segregation
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing one aspect of the task less thoroughly than the other aspects of the task for both Supreme Court cases *or* discussing **all** aspects of the task for one Supreme Court case more thoroughly than for the second Supreme Court case
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Korematsu v. United States*: discusses the long-standing prejudice against Japanese Americans and fear of another attack like Pearl Harbor that led President Roosevelt to order the internment of West Coast Japanese Americans, the upholding of the Japanese American exclusion by the Supreme Court based on national security during wartime, and how the decision limited Japanese American rights by permitting imprisonment of and property loss for American citizens without due process; *Brown v. Board of Education of Topeka*: discusses how *Plessy v. Ferguson* upheld Jim Crow laws that segregated transportation and other public facilities such as schools for nearly a century, how the Court undermined *Plessy* by outlawing "separate but equal" in education and ordering the desegregation of the nation's schools, and how the decision expanded the educational rights of African American children and marked the beginning of the civil rights movement
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

Note: If *all* aspects of the task have been thoroughly developed evenly and in depth for *one* Supreme Court case, and if the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

Score of 2:

- Minimally develops *all* aspects of the task *or* develops *at least three* aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 1:

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

Score of 0:

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

*The term *create* as used by Anderson/Krathwohl, et al. in their 2001 revision of Bloom's *Taxonomy of Educational Objectives* refers to the highest level of the cognitive domain. This usage of create is similar to Bloom's use of the term *synthesis*. Creating implies an insightful reorganization of information into a new pattern or whole. While a Level 5 paper will contain analysis and/or evaluation of information, a very strong paper may also include examples of creating information as defined by Anderson and Krathwohl.

African Americans' struggle for equality has been long and arduous. After the Civil Rights Movement of the 1960s and its great accomplishments, the worst part of that struggle is over. But there were many setbacks, such as the Supreme Court cases of Dred Scott v. Sanford and Plessy v. Ferguson, in which aspects of African Americans' constitutional rights were decided to the detriment of the black community.

The mid-1800s were a turbulent era in American history, slavery was more and more ^apassionate, divisive issue, especially with westward expansion raising the question of how new territory, acquired by the Louisiana Purchase, various other Native American and European treaties, and the Mexican American War, would be admitted to the Union regarding slavery. The Missouri Compromise of 1820 set Missouri's southern border, the 36°30' line, as the northernmost limit of slavery in the Louisiana territory. In the 1850s, with the Kansas-Nebraska Act, the Kansas and Nebraska territories were divided into two large territories, in which slavery would be decided by popular sovereignty thereby nullifying the Missouri Compromise. These events, and others, caused much bloodshed and sectional conflict.

This conflict between North and South, pro-slavery and abolitionist groups, was intensified by the Dred Scott decision of 1857. Dred Scott was a slave who had been

moved from a slave state to a free state, and returned to a slave state with his master. He brought a case, Dred Scott v Sanford, to the Supreme Court, arguing that he was a free man as he had ceased to be a slave forever when he had moved to the free state.

The Supreme Court's decision, under Justice Taney, was severe. Taney ruled that slaves were property and all African Americans were not and never could be citizens, so Dred Scott had no right to bring a case to court at all. The Court also ruled that Congress had no authority to outlaw slavery anywhere, as in his view it limited property rights under the 5th amendment, which effectively ~~was~~ nullified the Compromise of 1820. The outcome of Dred Scott v Sanford limited entirely all of African-Americans' constitutional rights. They were ruled to be forever property and as such had no rights under the Constitution. The ruling also severely limited Congress' power to end or confine slavery or do much to aid African-Americans. It was perhaps the single most detrimental case against minorities ever. As a result of the Taney ~~is~~ Court's interpretation of the Constitution, the abolitionist goal of ending slavery became much harder.

However, four short years after Dred Scott saw the beginning of the Civil War. At its end, the slaves were emancipated and given rights of freedom, citizenship, due process and equal protection of law and voting (for men) by the 13th, 14th, and 15th Amendments

to the Constitution, which voided the Dred Scott case. But these new constitutional rights were not enforced in the South, where Jim Crow laws and blatant, violent oppression led to enforced segregation in most public and private structures, as well as the prevention of equal protection of the laws.

In 1896, Homer Plessy challenged segregation in the Supreme Court case of Plessy v. Ferguson. He had been prevented from riding in a whites only railroad car and argued that it was unconstitutional and violated his equal protection of the laws. The Supreme Court did not rule in his favor. The Court ruled that as the segregation laws applied equally to both blacks and whites, that it was not unconstitutional. And as long as "separate but equal" facilities were provided, they were constitutionally allowed. Once again, the Court interpreted the Constitution in favor of the white majority.

This case, like Dred Scott, also severely limited the constitutional rights of African-Americans. Segregation was legalized, and was formally used for over sixty years, until Brown v Board of Education, to force African-Americans to use services and facilities of far inferior quality to those of whites. The decision greatly contributed to blatant disregard of constitutionally-protected "equal protection of the laws" and other fundamental rights of African-Americans. African-Americans would be treated as second-class citizens, struggling until passage of the Civil Rights Act in 1964.

Basic rights, such as property, due process and equal protection

Anchor Paper – Thematic Essay—Level 5 – A

of the laws, are aspects of life and citizenship that most Americans take for granted. But the struggle for minorities to achieve these same basic rights lasted centuries and overcame many setbacks, with few as far-reaching as the Supreme Court's decision in *Dred Scott v. Sanford* and *Plessy v. Ferguson*.

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

- Thoroughly develops all aspects of the task evenly and in depth by describing the historical circumstances surrounding *Dred Scott v. Sanford* and *Plessy v. Ferguson*, explaining the Supreme Court's decision in each case, and discussing how each decision limited the rights of African Americans
- Is more analytical than descriptive (*Dred Scott v. Sanford*: slavery was more and more a passionate, divisive issue, especially with westward expansion; Taney ruled that slaves were property, and all African Americans were not and never could be citizens, so Dred Scott had no right to bring a case to court at all; it was perhaps the single most detrimental case against minorities ever; under the Taney Court's interpretation of the Constitution, the abolitionist goal of ending slavery became much harder; *Plessy v. Ferguson*: new constitutional rights were not enforced in the South, where Jim Crow laws and blatant, violent oppression led to enforced segregation in most public and private structures; as long as "separate but equal" facilities were provided, they were constitutionally allowed; once again the Court interpreted the Constitution in favor of the white majority; African Americans would be treated as second-class citizens, struggling until the passage of the Civil Rights Act in 1964)
- Richly supports the theme with relevant facts, examples, and details (*Dred Scott v. Sanford*: territory acquired by the Louisiana Purchase; Mexican American War; Missouri Compromise of 1820; 36°30' line; Kansas-Nebraska Act; popular sovereignty; nullifying the Missouri Compromise; bloodshed and sectional conflict; pro-slavery and abolitionist groups; moved from a slave state to a free state; property rights; 5th amendment; *Plessy v. Ferguson*: Civil War; emancipated; rights of freedom, citizenship, due process, equal protection and voting; 13th, 14th, and 15th amendments voided the *Dred Scott* case; Homer Plessy; "whites only" railroad car; *Brown v. Board of Education*; services and facilities of far inferior quality)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that identify the decisions as setbacks in the arduous struggle of African Americans for civil rights

Conclusion: Overall, the response fits the criteria for Level 5. The response demonstrates a clear understanding of the role these decisions played in limiting the rights of African Americans across two centuries. Relevant detail, good analysis, and smooth transitions highlight and connect these landmark decisions.

Throughout United States History, the Supreme Court has addressed the constitutional rights of minorities and declared laws constitutional or unconstitutional through judicial review. The decisions of the Supreme Court has limited the rights of minorities in cases such as *Korematsu vs. US* in 1944, however it expanded the rights in cases such as *Brown vs. Topeka Board of Education* in 1954.

In 1944, the US was still at war with Japan, a war we entered because the Japanese had bombed Pearl Harbor on Dec 7, 1941. President Roosevelt ordered West Coast Japanese, American both immigrants and American citizens, to internment camps to protect the country from espionage and further attacks, even though no acts of espionage had occurred. Korematsu challenged this internment of Japanese-Americans and his case was taken to the Supreme Court, claiming that it violated his 5th amendment right of due process. The Court ruled that the exclusion orders were constitutional because during wartime, the security of the United States was more important than the rights of one minority group. This ruling limited the rights of the Japanese Americans. While German Americans and Italian Americans remained free, the Japanese spent four years in camps, lost their homes and property, and were humiliated by their imprisonment, all because of racism.

In 1954, the Supreme Court made a decision that began the modern civil rights movement, when Jim Crow segregation was finally challenged. The 1896 Supreme Court case *Plessy vs. Ferguson* ruled

that segregation on trains and in other facilities was legal and did not violate equal protection of the law if conditions were "separate but equal." During the civil rights movement, many activists such as the NAACP challenged the Plessy vs. Ferguson "separate but equal" ruling and the Supreme Court accepted the Brown vs. Topeka Board of Ed. case, which challenged segregation in schools on behalf of Linda Brown. The Warren Court overturned the Plessy vs. Ferguson ruling and claimed "separate but equal" schools were unconstitutional and damaged the African American children by making them feel inferior. The Supreme Court went one step further and ordered that schools across the nation had to "integrate" with all deliberate speed. This decision increased the rights of African Americans because it outlawed segregation in schools and led to many more challenges to segregation such as at water fountains, lunch counters and buses. A few years after the decision, the High School in Little Rock, Arkansas was forced to desegregate when President Eisenhower sent troops to protect nine African American students from mob violence. States were forced to stop separating school children based on race, which was a first step in bringing equality to African Americans.

Clearly, Supreme Court decisions have had a large impact on minorities. Within a decade, it ^{both} limited and expanded the rights of minority groups showing the power of the Supreme Court to influence American life.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by describing the historical circumstances surrounding *Korematsu v. United States* and *Brown v. Board of Education of Topeka*, explaining the Supreme Court’s decision in each case, and discussing how each decision limited or expanded the rights of the involved group
- Is more analytical than descriptive (*Korematsu v. United States*: Korematsu challenged his internment, claiming it violated his 5th amendment right of due process; during wartime, the security of the United States was more important than the rights of one minority group; the Japanese Americans spent four years in camps, lost their homes and property, and were humiliated by their imprisonment—all because of racism; *Brown v. Board of Education of Topeka*: the NAACP challenged the *Plessy v. Ferguson* “separate but equal” ruling; the Supreme Court went one step further and ordered that schools across the nation had to integrate “with all deliberate speed”; states were forced to stop separating school children based on race which was a first step in bringing equality to African Americans)
- Richly supports the theme with relevant facts, examples, and details (*Korematsu v. United States*: the United States was still at war with Japan; Pearl Harbor on December 7, 1941; President Roosevelt; West Coast Japanese were both American citizens and immigrants; no acts of espionage; German Americans; Italian Americans; *Brown v. Board of Education of Topeka*: Jim Crow segregation was finally challenged; segregation on trains; *Plessy v. Ferguson* ruled that segregation did not violate equal protection of the law; Linda Brown; Warren Court; damaged African American children; water fountains, lunch counters, and buses; high school in Little Rock, Arkansas; President Eisenhower; nine African American students; mob violence)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that states the Supreme Court both limited and expanded minority rights within a decade, demonstrating its power over American life

Conclusion: Overall, the response fits the criteria for Level 5. The response recognizes how forced separation of minority groups creates a sense of humiliation and inferiority. It uses the discussion of the decisions to emphasize the differences between these two cases that resulted in the expansion of rights for African Americans and the denial of rights to those of Japanese ancestry.

Throughout the history of the United States, the rights of individuals has consistently been the focus of many judicial cases. The ability of the Supreme Court to interpret the Constitution effectively breathes life into it, allowing it to grow and change depending on the needs of our changing society. One example of the Supreme Court making a decision that strongly effected the rights of a group of individuals was Dred Scott v. Sanford. Another such case is Brown v. Board of Education of Topeka.

In the beginning of the 19th century, the slavery issue was becoming more divisive especially about the question of its expansion into the new western territories. The Missouri Compromise attempted to settle the issue by dividing the Louisiana territory at 36° 30' with slavery allowed south of the line and forbidden north of it. Dred Scott was a slave who had spent time with his master in the free North. Upon returning to a slave state, Scott sued for his freedom claiming he had achieved it during his time in the free state. The supreme court decided that he had not gained his independence as slaves were private property and property is protected by the constitution. The court continued to state that because of the protection the

the constitution offered to property in the fifth amendment the Missouri compromise was unconstitutional and slavery became a permanent institution that could not be legally banned in any territory of the United States. The Court further ruled that Scott was not eligible to sue because African Americans were not citizens. This severely limited the rights of blacks as their status effectively became secured as a slave even if they could escape to a freestate they would still legally be a slave. Even if they were legally free, the decision limited them to a life without any of the rights of citizens. It would take a bloody Civil War and amendments to the constitution to overturn *Dred Scott v. Sanford*.

Brown v. Board of Education of Topeka came about because the established theory of separate but equal facilities which allowed segregation under Jim Crow laws, had been upheld in *Plessy v. Ferguson*. *Brown* was a young black girl who had been attending a school for blacks far away from her home despite living near an all-white school. Her parents and the NAACP sued claiming that she should be allowed to attend the same school as whites. The supreme court wrote that segregating schools ^{was} psychologically

damaging as it instilled thoughts of inferiority in African American children. The court decided that "separate but equal" was in fact not equal and found segregation in public education was unconstitutional. This decision greatly increased the rights of blacks due to the newly gained ability to use schools previously deemed whites only.

During the course of United States history, court decisions have shaped the rights of individuals. Although not always a positive change, the court system allows change in our rights as our society changes. Our "living" constitution allows us to meet the needs of changing society, mainly due to the Supreme Court's ability to interpret the constitution during the cases it is involved in.

Anchor Level 4-A

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing all aspects of the task for *Dred Scott v. Sanford* more thoroughly than for *Brown v. Board of Education*
- Is both descriptive and analytical (*Dred Scott v. Sanford*: in the beginning of the 19th century, the issue of slavery was becoming more divisive, especially about the question of its expansion into the new western territories; the Missouri Compromise was declared unconstitutional and slavery became a permanent institution that could not be legally banned in any territory of the United States; even if they were legally free, the decision limited them to a life without any of the rights of citizens; *Brown v. Board of Education of Topeka*: Brown's parents, backed by the NAACP, sued, claiming that she should be allowed to attend the same schools as whites; the Supreme Court wrote that segregating schools was psychologically damaging as it instilled thoughts of inferiority in African American children; this decision greatly increased the rights of blacks due to the newly gained ability to use schools previously deemed "whites only")
- Supports the theme with relevant facts, examples, and details (*Dred Scott v. Sanford*: free North; slaves were private property; 5th amendment; not eligible to sue; bloody Civil War; amendments to the Constitution; *Brown v. Board of Education of Topeka*: "separate but equal"; Jim Crow laws; *Plessy v. Ferguson*; young black girl; all white school; found segregation in public education unconstitutional)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that credit the Supreme Court with making the Constitution a living document that responds to changes in society

Conclusion: Overall, the response fits the criteria for Level 4. The discussion of *Dred Scott v. Sanford* includes ample detail and thorough analysis. However, the discussion of *Brown v. Board of Education* lacks similar analysis, particularly in the discussion of how the decision expanded African American rights.

Diversity has always been an aspect of American culture. It is the Supreme Court's job to interpret whether laws are fair for minorities and other groups. Sometimes the Courts expand a group's right. Sometimes, to protect the nation, the Court must limit the rights of a particular group.

There are many Court Cases that have played a significant role in the past of equal rights. Two very important cases that made a huge impact to the way we, as Americans, think and live our lives are *Brown vs the Board of Education of Topeka*, and *Korematsu vs the United States*. After slavery Jim Crow laws were passed in the South that forced separation of whites and blacks in all public facilities including schools.

In *Brown vs BOE of Topeka*, a Little African American girl wanted to go to a school far closer to her home than the one she was currently attending. The problem was that it was a "whites only" school. Like all "whites only" ~~schools~~ schools, it was superior to the schools for black children. This became a test case for the NAACP which took it to Court and the Supreme Court was forced to review its decision in a previous case, *Plessy vs Ferguson*, that had said that "separate but equal" was Constitutional.

The Court changed their interpretation of the 14th amendment. Both schools, one for blacks and one for whites, were not equal and even if they were the "segregation in public ~~schools~~ schools is unconstitutional" because it harms African American children. Therefore, all public schools would have to be integrated.

This ruling expanded the rights of Black students everywhere. It allowed them to get a better education, and become equal to every other American citizen. It also set the ground work for 'the Little rock nine' and other civil rights movements.

Korematsu vs the United States was a different type of court case. It involved the rights of Japanese Americans during WW2, a year before the war ended, though the actual imprisonment of the Japanese Americans occurred three years prior to the court hearing. On December 7th 1941, Japanese bombed Pearl Harbor on the coast of Hawaii. The Japanese Empire had conquered other areas throughout the Pacific creating panic on the west coast. In an attempt to stop any other attacks the military ordered all Japanese American citizens to be stripped of their belongings and moved into internment camps far from their homes. Korematsu-san, a Japanese American citizen, appealed to the Courts to avoid his, and every other Japanese American, imprisonment and denial of their due process rights because they had not done anything illegal.

The Courts decided that the relocation order was constitutional because individual rights could be restricted during times of war. They said the exclusion of Japanese citizens was a national safety, or security necessity, and that there was nothing unconstitutional about it.

This Supreme Court decision, unlike that of Brown vs the Board of Education, restricted rights of Japanese American Citizens. Today

people see that what the government did was wrong, and even gave the citizens imprisoned, including Korematsu-san, reparations for their loss of freedom and possessions.

Individual rights and the rights of minority groups has, and always will be, an issue the Supreme Court, and we as American citizens, will always have to deal with. Whether its the rights of Blacks, Whites, Christion, Jews, gays, pagens or women and men, the best we can do is try to give equal rights to all and educate ourselves so as not to repeat ~~the~~ past mistakes.

Anchor Level 4-B

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing how the decision expanded or limited the constitutional rights of the group less thoroughly than the other aspects of the task for both *Brown v. Board of Education of Topeka* and *Korematsu v. United States*
- Is both descriptive and analytical (*Brown v. Board of Education of Topeka*: this became a test case for the NAACP, which took it to court; the Supreme Court was forced to review its decision in a previous case, *Plessy v. Ferguson*, that had said “separate but equal” was constitutional; the Court changed its interpretation of the 14th amendment; it also set the groundwork for the Little Rock Nine and other civil rights movements; *Korematsu v. United States*: the Japanese empire had conquered areas throughout the Pacific, creating panic on the West Coast; individual rights could be restricted during times of war; today people see what the government did was wrong, and even gave the citizens imprisoned, including Korematsu-san reparations for their loss of freedom and possessions)
- Supports the theme with relevant facts, examples, and details (*Brown v. Board of Education of Topeka*: Jim Crow laws; separation of whites and blacks; little African American girl; “whites only” school; segregation harms African American children; public schools integrated; *Korematsu v. United States*: World War II; December 7, 1941; Japanese bombed Pearl Harbor; internment camps; due process rights; relocation order; exclusion; national security necessity)
- Demonstrates a logical and clear plan of organization; includes an introduction and conclusion that cite the importance of diversity in American culture

Conclusion: Overall, the response fits the criteria for Level 4. The response contains important points about the historical circumstances related to the relocation of Japanese Americans and segregation of African Americans, but lacks a full discussion of how the Supreme Court’s decisions changed the constitutional rights of the Japanese.

Supreme Court decisions have addressed the issues surrounding various groups' constitutional rights. Throughout United States history, these decisions have both limited and expanded the rights of different groups. The ruling of *Plessy v. Ferguson* (1896), for example, limited the rights of African Americans, and the ruling in *Brown v. Board of Education Topeka* (1954) expanded their rights.

In the years following the Civil War, especially in the South, attitudes about the status of African Americans did not change. Segregation and discrimination were commonly accepted practices. In the South, Jim Crow laws kept African Americans from exercising the rights they were given, separating them from whites in public facilities and denying them suffrage, through ~~the~~ poll taxes and literacy tests. In a time when economic prosperity was impossible for African Americans because of sharecropping, tenant farming, and the cycle of poverty they were kept in, African Americans were never treated equally. When Homer Plessy tried to board a "whites only" railroad car, he was arrested. In the 1896 Supreme Court ruling of *Plessy v. Ferguson*, the court legalized segregation. The discriminatory actions of many southern Americans were now supported by the federal government. The Supreme Court ruled that "separate but equal" facilities

did not violate equal protection rights. This decision greatly limited the rights of African Americans, being that the quality of public facilities were almost never equal. Even though Plessy was about transportation, it was applied to all African American rights, including schools.

Almost 60 years later, the Supreme Court's decision in Plessy v. Ferguson was overturned by its decision in the case of Brown v. Board of Education Topeka. This case came about when a young African American girl wanted to attend a white school closer to her home, but was denied. The court ruled that when dealing with education, "separate but equal" was unconstitutional and impossible because the minority would always feel unequal. With this ruling, the Court ordered the desegregation of public schools and consequently overturned its previously ruling in the case of Plessy v. Ferguson. Once the decision was made by the Court, it would have to be enforced, so schools could truly be integrated. One instance occurred in Little Rock Arkansas where the governor ordered the national guard to prevent African American students from entering. In response, President Eisenhower used the troops to escort the nine students into school. The Supreme Court's decision and the president's enforcement of it expanded the rights of African

Americans by allowing them to receive an equal education, and providing them with the opportunity to succeed. The decision in Brown helped pave the way to the start of the civil rights movement. Not long after this decision Rosa Parks started a movement for fair seating on buses in Montgomery, Alabama. This type of protest eventually led to marches, sit-ins, and freedom rides.

The Supreme Court has been given the great power and responsibility to both limit and expand the constitutional rights of various groups in the U.S. And, as we have seen through the cases of Plessy v. Ferguson and Brown v. Board of Education Topeka, the Court has exercised this right.

Anchor Level 4-C

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing how *Plessy v. Ferguson* limited constitutional rights and by describing the historical circumstances surrounding *Brown v. Board of Education of Topeka* less thoroughly than the other aspects of the task
- Is both descriptive and analytical (*Plessy v. Ferguson*: in the South, Jim Crow laws kept African Americans from exercising the rights they were given, separating them from whites in public facilities; the discriminatory actions of many southern Americans were now supported by the federal government; this decision greatly limited the rights of African Americans being that the quality of public facilities were almost never equal; *Brown v. Board of Education of Topeka*: this case came about when a young African American girl wanted to attend a white school closer to her home, but was denied; the Court ruled that when dealing with education “separate but equal” was unconstitutional and impossible because the minority would always feel unequal; Court ordered the desegregation of schools; once the decision was made by the Court, it would have to be enforced so schools could truly be integrated)
- Supports the theme with relevant facts, examples, and details (*Plessy v. Ferguson*: Civil War; segregation and discrimination; suffrage; poll taxes; literacy tests; sharecropping; tenant farms; cycle of poverty; arrest of Homer Plessy; “whites only” railroad cars; “separate but equal” did not violate equal protection rights; *Brown v. Board of Education of Topeka*: *Plessy v. Ferguson* was overturned; Little Rock, Arkansas; President Eisenhower; nine students; Rosa Parks; buses in Montgomery; marches, sit-ins, freedom rides)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that generally restate the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response shows a general understanding of legal, economic, and social subjugation in the era of *Plessy v. Ferguson*. It also demonstrates knowledge of the events following *Brown v. Board of Education of Topeka* but lacks similar development for the other aspects of the task.

Throughout its history, the United States Supreme Court has made many landmark decisions in this country. Although the court has shifted in partisan make-up, beliefs, and principles, its decisions still have vast importance. The Supreme Court has made many decisions on the rights of minority groups.

In the case of Dred Scott vs Sanford, a slave named Dred Scott had sued for his freedom after his owner died. However, after a series of inheritances by the slaves former masters relatives, a relative of the master claimed that Scott was her property. During the time of the case, slavery was one of the most important issues in the country. The South and North were constantly arguing over the spread of slavery as new states were added to the Union. The courts decision went against Dred Scott, as he was ruled as property of the master. Furthermore, the case also said they shouldn't even have heard the case because slaves are not citizens of the United States and can't go to court. The decision gave legitimacy to slavery as the North was angry and the South celebrated. The rights of African slaves were weakened by the decision and would take the bloody civil war to eventually make blacks citizens.

Another Supreme Court case dealing with minority rights was Korematsu vs United States in 1944. As Europe was engaged in another bloody war, the United States ^{again} ~~again~~ tried to remain out of combat. However on December 7th 1941 the Japanese bombed the US military base at Pearl Harbor. The United States was soon at war with Japan and Germans. On the West coast of the United States governments decided that they could not trust the Japanese Americans and wanted to somehow isolate them in internment camps. In the decision the United States Court held that the Japanese Americans could be put in the internment camps for national security. The rights of the Japanese were severely limited and ^{the} court proved that in times of war all rights especially those of

Anchor Paper – Thematic Essay—Level 3 – A

minorities could be altered.

The Supreme Court can determine the plight of many people in the United States. In both *Dred Scott vs Sanford* and *Korematsu vs United States*, they decided to limit the rights of minorities.

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

- Develops most aspects of the task with some depth by describing the historical circumstances surrounding *Dred Scott v. Sanford* and *Korematsu v. United States*, explaining the Supreme Court's decision in each case, and mentioning how each decision limited the rights of the involved group
- Is both descriptive and analytical (*Dred Scott v. Sanford*: the South and North were constantly arguing over the spread of slavery as new states were added to the Union; the decision gave legitimacy to slavery as the North was angry and the South celebrated; the rights of African slaves were weakened by the decision and it would take the bloody Civil War to eventually make blacks citizens; *Korematsu v. United States*: on the West Coast of the United States, the United States government decided that they could not trust the Japanese Americans and wanted to somehow isolate them in internment camps; the Court proved that in times of war, all rights, especially those of minorities, could be altered)
- Includes some relevant facts, examples, and details (*Dred Scott v. Sanford*: sued for his freedom after his owner died; ruled as property; *Korematsu v. United States*: another bloody war; December 7, 1941; military base at Pearl Harbor; at war with Japan and Germany; the rights of the Japanese were severely limited); includes a minor inaccuracy (*Korematsu v. United States*: in the decision, the United States Court held that the Japanese Americans could be put in the internment camps for national security)
- Demonstrates a satisfactory plan of organization; includes an introduction that credits the Supreme Court with many landmark decisions and a conclusion that notes the role of the Supreme Court in determining the plight of many people in the United States

Conclusion: Overall, the response fits the criteria for Level 3. The response uses good analytic statements, especially in its description of historical circumstances surrounding the cases. The comments about the constitutional limits on minorities contain important generalizations but are undeveloped and brief.

Throughout U.S. History, Supreme Court decisions have addressed the issue of the constitutional rights of various groups. These decisions have limited or expanded the rights of members of these groups. Two Supreme Court cases that prove this thesis are; *Korematsu v. United States* (1944) and *Brown v. Board of Edu. of Topeka* (1954).

In the case of *Korematsu v. United States* (1944) the U.S. was currently at war with Japan and other countries like Germany and Italy. There were many Japanese Americans living on the West Coast of the U.S. and we thought they could possibly be a threat because we were at war with their home country, so we put them in relocation camps but what they were most like were concentration camps. They were not treated poorly or tortured in the camps, but they were kept there for the simple reason that they were Japanese living on the West Coast. Korematsu tried taking the US gov't to court because of the camps saying they were not constitutional and he was an American Citizen. The Court simply made the decision that there was a time of war going on in the US and to keep the majority of Americans feeling safe the President could order the Japanese to stay in the camps until the war ended to give Americans the feeling of safety. The country's safety was more important than the rights and freedom of any minority.

group. This decision definitely limited the rights of the Japanese Americans at the time but felt like it was needed to be done to help the other Americans feel safe during the time of war.

The other Supreme Court case that dealt with the constitutional rights of a group/minority was the case of *Brown v. The Board of Edu. of Topeka* (1954). The case was about a black family who lived near an all white school at the time and the children could not go there because they were African American. The Browns had to walk a great distance to the school that allowed blacks to attend but even though the schooling was poor and the condition of the school was a lot worse than the all white school they lived by. At the court the decision was eventually made to allow blacks at the white school, people were furious about this decision. The blacks that tried signing papers to allow their children to attend this school were hazed and harassed by the white parents of the schools. This decision changed history by expanding the rights of all minorities to get just as good of an education as white kids. This decision also helped start the civil rights movement when Martin Luther King and Rosa Parks worked to get equal treatment on buses and other public places. The "I have a Dream" speech helped convince Congress to pass a law making segregation illegal.

Throughout history court cases have expanded and limited rights of many groups/individuals, in these two court cases; *Korematsu v. U.S.* (1944) and *Brown v. Board of Edu. of Topeka* (1954) were huge court cases that truly showed the people of the U.S. what type of courts we had. The courts wanted the citizens to feel safe during war at any cost but later on they wanted whites and minorities to become one and be U.S. citizens.

Anchor Level 3-B

The response:

- Develops most aspects of the task in some depth by describing the historical circumstances surrounding *Korematsu v. United States* and *Brown v. Board of Education of Topeka*, explaining the Supreme Court's decision in *Korematsu v. United States*, and discussing how *Brown v. Board of Education of Topeka* expanded the rights of African Americans
- Is more descriptive than analytical (*Korematsu v. United States*: they were not treated poorly or tortured in the camps, but they were kept there for the simple fact that they were Japanese living on the West Coast; the Court simply made the decision that there was a time of war going on in the United States, and the President could order the Japanese to stay in the camps until the war ended to give Americans this feeling of safety; *Brown v. Board of Education of Topeka*: the case was about a black family who lived near an all white school at the time, and the children could not go there because they were African American; this decision also helped start the civil rights movement when Martin Luther King Jr. and Rosa Parks worked to get equal treatment on buses and other public places)
- Includes some relevant facts, examples, and details (*Korematsu v. United States*: war with Japan, Germany, and Italy; West Coast; relocation camps; American citizens; *Brown v. Board of Education of Topeka*: walk a great distance; schooling was poor; "I Have a Dream" speech helped convince Congress to pass a law); includes inaccuracies (*Korematsu v. United States*: order the Japanese to stay in the camps; *Brown v. Board of Education of Topeka*: the blacks that tried signing papers to allow their children to attend this school were hazed and harassed by the white parents of the schools)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that attempts to summarize the effects of these cases

Conclusion: Overall, the response fits the criteria for Level 3. The response clearly describes the situation facing Japanese Americans during World War II and then focuses on the needs of white Americans to feel safe during war. The discussion of the expansion of the rights of African Americans after *Brown v. Board of Education* is satisfactory, but the explanation of the decision is basically inaccurate.

Through out United States history, Supreme Court decisions have addressed the issue of constitutional rights of various groups. These decisions have limited or expanded the rights of members of these groups. Two cases impacted constitutional rights. These cases were Roe v. Wade and Tinker v. Des Moines School District.

In the Supreme Court case Tinker v. Des Moines, three students (Mary Tinker, John Tinker, and a friend) entered the Des Moines school district with black armbands to protest the war in Vietnam. At the time, many young Americans across the country were participating in antiwar demonstrations. The black armbands represented the death of American soldiers during the war. The school officials suspended them for violating the school law against wearing symbolic clothing or material. The Tinkers file a lawsuit against the school at the federal district court. The district court was in favor of Des Moines, so the Tinkers appeal their case to the Supreme Court.

The Tinkers believed that their first amendment rights (freedom of speech, rights of assembly) were being violated. Des Moines school's argument was that by them wearing armbands, they were disrupting the school's learning environment. Restricting the armbands meant disciplining students. The S.C.'s 7 to 2 decision up holds the Tinkers rights, meaning they won the case. The S.C. said that students do not "lose their constitutional rights at the schoolhouse door." They have a right to express their opinions. This expanded students' first amendment right to free speech. Students in schools now have a greater right to use symbols (ex. Muslim head scarfs, peaceful tattos). This case gave students a greater chance to express their

opinions about controversial issues and opened ~~the~~ schools up to new ideas. During the women's movement, a Texan woman wanted an abortion for her unborn child. The woman claimed that she was raped. Many states including Texas forbid women the right to abort a child. The woman (Roe) sued the State, saying that the State violated her rights of privacy. The case of *Roe v. Wade* was taken to the Supreme Court and the court decided to allow women to have abortions.

Anchor Level 3-C

The response:

- Develops all aspects of the task for *Tinker v. Des Moines* by describing the historical circumstances surrounding the case, explaining the Supreme Court's decision, and discussing how the decision expanded students' rights; minimally develops some aspects of the task for *Roe v. Wade* by describing the historical circumstances surrounding the case and mentioning the Supreme Court's decision
- Is more descriptive than analytical (*Tinker v. Des Moines*: three students entered the Des Moines school district with black arm bands to protest the war in Vietnam; the Court said students do not "lose their constitutional rights at the school house door"; have a right to express their opinions; it gave students a greater chance to express their opinions about controversial issues and opened schools up to new ideas; *Roe v. Wade*: during the women's movement, a Texas woman wanted an abortion for her unborn child; the case was taken to the Supreme Court and the Court decided to allow women to have abortions)
- Includes some relevant facts, examples, and details (*Tinker v. Des Moines*: Mary Tinker; John Tinker; antiwar demonstrations; deaths of American soldiers; suspended; symbolic clothing; district court; 1st amendment rights; freedom of speech; 7-2 decision; *Roe v. Wade*: right of privacy); includes a minor inaccuracy (*Tinker v. Des Moines*: right of assembly)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme but lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The discussion of *Tinker v. Des Moines* includes some good information about the Vietnam War era, freedom of expression, and students' role in expressing concern over the conflict. In contrast, the discussion of *Roe v. Wade* is cursory and incomplete.

Throughout the United States history, many Supreme Court decisions have influenced the civil rights of diverse groups. These decisions sometime expand the natural rights of these citizens but sometimes even limit them. Two Supreme Court cases that best illustrates this preceding statement are Plessy v. Ferguson (1896) and Brown v. Board of Education of Topeka (1954), two landmark cases.

In Plessy v. Ferguson (1896), a black man, Homer Plessy, was thrown in jail for boarding the "white only" section of a railroad car. In turn, Plessy sued for his constitutional rights, having stated that his constitutional 14th and 15th amendment rights were being violated.

The Supreme Court judges argued opposingly. The Supreme Court decided that "separate but equal" treatment to African Americans was allowed under the Constitution.

This decision did not help ameliorate the civil rights of minorities. This Supreme Court decision limited the rights of African American citizens, and ensured racial segregation in public facilities.

In Brown v. Board of Ed. of Topeka (1954), fifty-eight years after Plessy v. Ferguson (1896), 11 families sued the Board of Ed. of Topeka against unfair educational opportunities and eliminate racial segregation in the educational system.

The Supreme Court judges decided that the idea of "separate but equal" treatment was violating constitutional rights and overturned the decision made in Plessy v. Ferguson (1896).

The Supreme Court's ruling ended segregation in schools and created opportunities for African Americans throughout the United States. The decision expanded the rights of African American citizens.

These Supreme Court cases have greatly influenced what America represents today, a symbol of freedom and equal rights for its citizens. The accomplishments of prominent African-Americans today shows us how equality has influenced the U.S., for example an African American winning the presidential candidate nomination from a major party. These landmark cases shaped America.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task by describing the historical circumstances surrounding *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka*, explaining the Supreme Court's decision in each case, and mentioning how each decision limited or expanded the rights of African Americans
- Is more descriptive than analytical (*Plessy v. Ferguson*: a black man, Homer Plessy, was thrown in jail for boarding the "white only" section of a railroad car; the Supreme Court decided that "separate but equal" treatment for African Americans was allowed under the Constitution; this Supreme Court decision limited the rights of African American citizens and ensured racial segregation in public facilities; *Brown v. Board of Education of Topeka*: families sued the Board of Education of Topeka against unfair educational opportunities and to eliminate racial segregation in the educational system; the Supreme Court judges decided that the idea of "separate but equal" was violating constitutional rights and overturned the decision made in *Plessy v. Ferguson*; the Supreme Court ruling ended segregation in schools and created opportunities for African Americans throughout the United States)
- Includes few relevant facts, examples, and details (*Plessy v. Ferguson*: 14th amendment; *Brown v. Board of Education of Topeka*: 58 years after *Plessy v. Ferguson*); includes an inaccuracy (*Plessy v. Ferguson*: 15th amendment rights were being violated)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that ignores the setbacks of *Plessy* and emphasizes the expansion of African American rights that resulted in the nomination of an African American for President of the United States

Conclusion: Overall, the response fits the criteria for Level 2. A general understanding of the cases is evident. However, the response does not go beyond the basic points and the information is inadequate, briefly mentioning the effects of these decisions on the constitutional rights of African Americans.

Throughout United States history, the nation has often turned to the Supreme Court to defend or reject the constitutionality of laws, and issues that come up. The decisions made by the court are upheld and either expand or ~~repeal~~ restrict the rights of certain groups or individuals. Two cases that illustrate ~~the~~ this are ^{Plessy vs. Ferguson} ~~Dred Scott vs. Sandford~~, and Brown vs the Board of Education of Topeka.

The case of Plessy vs. Ferguson dealt with this issue of segregation. Up to that point blacks and whites had been segregated in all aspects; ~~and~~ even schooling systems. It was seen as unfair to the blacks, who always got the lower end of things. In this case, the Supreme Court ruled that "separate but equal" facilities were constitutional. Meaning that as long as facilities were equal, segregation would continue. This decision restricted rights of Blacks in the long run, for clearly, facilities were unequal, and whites had a clear advantage (educational) over blacks.

The case of Brown vs. The Board of Education actually refuted the decision of Plessy vs Ferguson. ~~It~~ It was brought back to the court's attention that facilities were unequal, and this time the

courts ruled that "separate but equal" would not suffice, and that schools must be integrated. This decision expanded the rights of blacks (more education), but went against what the whites wanted.

clearly, the decisions of the Supreme Court have had a strong impact on the United States, and the groups, and individuals who gain or lose from these decisions. Supreme Court rulings offer insight and decide constitutionality of rights and laws, as seen in the two cases described above.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task by describing the historical circumstances surrounding *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka*, stating the Supreme Court's decision in each case, and mentioning how each decision either limited or expanded the rights of African Americans
- Is primarily descriptive (*Plessy v. Ferguson*: blacks and whites had been segregated in all aspects, even schooling systems; the Supreme Court ruled that "separate but equal" facilities were constitutional; this decision restricted rights of blacks in the long run, for clearly facilities were unequal, and whites had a clear educational advantage over blacks; *Brown v. Board of Education of Topeka*: it was brought to the Court's attention that facilities were unequal; this time the Court ruled that "separate but equal" would not suffice and that schools must be integrated; this decision expanded the rights of blacks but went against what the whites wanted)
- Includes few relevant facts (*Plessy v. Ferguson*: issue of segregation; *Brown v. Board of Education*: refuted decision of *Plessy v. Ferguson*)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that note the Supreme Court's role in determining the constitutionality of laws.

Conclusion: Overall, the response fits the criteria for Level 2. The response includes one relevant but brief statement for each aspect of the task without further elaboration.

The Supreme Court's ability to decide what is and what isn't constitutional gives it a major role in the expansion or limitations to certain groups' rights.

One example of the Supreme Court limiting the rights of a minority is in the case "Korematsu v. United States." During this time Japanese were considered a threat to the safety of the country, so the US government forced Japanese Americans into camps. Korematsu believed that this was unconstitutional so he brought it to the Supreme Court's attention. The Supreme Court ruled that rights and freedoms can be given up to protect national security. So for a period of time this decision greatly limited the rights of Japanese Americans.

Another example that expanded the rights of a minority was in the case "Brown v. Board of Education of Topeka." During this time in American history there was a lot of racial segregation because of the belief that "separate but equal facilities" were constitutional. However

Schools for African Americans were clearly not equal to schools for whites. This led to the case "Brown v. Board of Ed. of Topeka". This case ruled that the schools were separate but clearly not equal so the belief of "separate but equal" had no place. This case greatly expanded the rights of African Americans.

The Supreme Court's ability to interpret the constitutionality of a law makes it an essential part in expanding and limiting rights of minorities.

Anchor Level 2-C

The response:

- Develops some aspects of the task with some depth by describing the historical circumstances surrounding *Korematsu v. United States* and *Brown v. Board of Education of Topeka* and with little depth by stating the Supreme Court decision in each case
- Is primarily descriptive (*Korematsu v. United States*: the United States government forced Japanese Americans into camps; the Supreme Court ruled that rights and freedoms can be given up to protect national security; *Brown v. Board of Education of Topeka*: schools for African Americans were not equal to schools for whites; this case ruled that the schools were separate but clearly not equal, so the belief of "separate but equal" had no place)
- Includes a few relevant facts, examples, and details (*Korematsu v. United States*: Japanese were considered a threat to the safety of the country; *Brown v. Board of Education of Topeka*: racial segregation)
- Demonstrates a general plan of organization; includes an introduction and conclusion that are barely beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response recognizes the role of national security in depriving Japanese Americans of their rights and the injustice of the doctrine of separate but equal in schools. However, the response merely identifies how the decision limited or expanded constitutional rights and lacks any discussion of this component.

Throughout United States history, Supreme Court decisions have addressed the constitutional rights of various groups.

These decisions have limited or expanded the rights of these groups.

In the Dred Scott v. Sandford case, the Supreme Court based its decision on the belief that slaves were considered property. Dred Scott was an enslaved African American but ~~was not~~ when he got to the north the government was saying that he belonged to his owner as property so he has to return.

In Gideon vs. Wainwright the group of people addressed were poor people. If they did not have enough money, the court would appoint an attorney to them anyway.

It exercised the law that you have the right to an attorney in the court of LAW.

In conclusion, I still need to brush up on my Supreme Court cases. I'm not too fond of that subject but I will study them. They're hard to remember.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task by mentioning the historical circumstances surrounding *Dred Scott v. Sanford* and stating the Supreme Court's decision in *Dred Scott v. Sanford* and in *Gideon v. Wainwright*
- Is descriptive (*Dred Scott v. Sanford*: Dred Scott was an enslaved African American; the Supreme Court based its decision on the belief that slaves were considered property; *Gideon v. Wainwright*: if they did not have enough money, the court would appoint an attorney to them)
- Includes very few additional details (*Gideon v. Wainwright*: poor people; you have the right to an attorney in the court of law)
- Demonstrates a general plan of organization; includes an introduction that repeats the theme and a conclusion that is a personal statement

Conclusion: Overall, the response fits the criteria for Level 1. The response appropriately labels the poor as a group whose rights were addressed by the Supreme Court and connects slavery to property rights. However, it lacks depth and omits several aspects of the task.

In the court case of Korematsu vs the United States was held in 1944 right after WWII. The thought after pearl harbor left hatred of the Japanese. They were thought of as enemy, so the government called for a relocation. The case stated that the Japanese citizens should be stripped of the rights to live in the US for they could be a threat to our country, so the Japanese suspects were held captive outside US or in camp closely supervised. The second case was considered an absolute necessary case. The case of Plessy vs. Ferguson, was a case held to post the rights and show the segregation of Black Americans.

In all both cases contain evidence of wrong things making statements and false accusations to point something in the right direction.

Anchor Level 1-B

The response:

- Minimally develops an aspect of the task by describing the historical circumstances surrounding *Korematsu v. United States*
- Is descriptive (*Korematsu v. United States*: Pearl Harbor left hatred of the Japanese; they were thought of as enemy)
- Includes few relevant facts, examples, or details (*Korematsu v. United States*: relocation; in camps closely supervised); includes inaccuracies (*Korematsu v. United States*: case held right after World War II; the case stated the Japanese citizens should be stripped of their rights to live in our country because they could be a threat to our country; the Japanese suspects were held captive outside the United States)
- Demonstrates a general plan of organization; lacks an introduction and includes a conclusion that is incoherent

Conclusion: Overall, the response fits the criteria for Level 1. The response shows a connection between Pearl Harbor, fear of the Japanese, and relocation. The statements concerning *Plessy v. Ferguson* contain no information relevant to the task.

When our nation was founded, they made a judicial branch on purpose. Some one, or group, needed to address constitutional rights of U.S. citizens, and all the Supreme court cases have helped make our nation free and unique as it is today.

In 1954 there was the Supreme court case *Brown vs Board of Education of Topeka*. It was about a black family that lived closer and paid taxes to a white school but had to travel farther to go to a all-black school. Under Earl Warren - chief Justice at the time, the Supreme court ruled that *Brown* was right, that black children should be allowed to go to the same school as white children and that "separate but equal" was unconstitutional. The Supreme Court ordered that schools around the country had to integrate as quickly as possible. This Supreme court case has helped expand the rights of African Americans by allowing them an opportunity for an equal education.

In *Korematsu vs. United States* *Korematsu* challenged the president Roosevelt's executive order #9066 of placing all Japanese on the West Coast in internment camps. The president issued this order because of the Japanese attack on Pearl Harbor. They were afraid that some of the Japanese were loyal to Japan and that they could harm our nation. The internment camps were very harsh places and *Korematsu* thought that relocation took away his rights as a U.S.

citizens. The Supreme court decided that under times of national security, citizens rights are limited. Because of the war with Japan, an individual's rights to due process was not as important as preventing another attack. This limited the rights of the Japanese. None of them had been convicted of spying, but they lost everything and were moved far away from their homes. Families had no privacy in the camps and they were guarded like prisoners.

These two cases helped expand and limit the rights of groups in the U.S. whether it was desegregating schools or limiting citizens rights under times of national security. ~~The~~ Supreme court cases have helped enforce our constitution and protect all citizens in the U.S. without the Supreme court, some minorities wouldn't have all the rights they do today.

Throughout the United States history, Supreme Court decisions have addressed the issue of the Constitutional rights of various groups. These decisions have limited or expanded the rights of members of these groups. (1832) Dred Scott v. Sandford. Dred Scott v. Sandford means being separate but equal so that's ~~what~~ what was going on in 1832. They wanted things to be separate but equal but they were not sure how that was going to work. I guess it turned out pretty good, well basically they just wanted their rights. And Brown v. Board of Education. Equal rights between the black and whites. and Dred Scott v. Sandford went on for a long time.

Throughout United States history, Supreme Court decisions have addressed the issue of the constitutional rights of various groups. These decisions have limited or expanded the rights of members of these groups.

One of those court cases was Heart of Atlanta Motel v. United States in 1964. During the 1950s and 1960s, civil rights leaders like Martin Luther King, Jr. pushed for the integration of public places and the end of Jim Crow. After the March on Washington in 1963 the Civil Rights Act was passed by the United States Congress not allowing racial discrimination and segregation in public places. The Atlanta Hotel's owner refused to let blacks get a room and the owner filed suit against Congress' new Civil Rights Act.

The decision the court made was that the commerce clause of the Constitution gives power to congress to regulate interstate travel, and since

The hotel gave rooms to other interstate travelers instead of blacks it messed with their freedom of movement across state lines. Therefore the Supreme Court said that the Civil Rights Act of 1964 was constitutional. The decision expanded the rights of African Americans by guaranteeing that the Civil Rights Act could be used to desegregate hotels, restaurants, stores, and almost all public facilities.

Another case is the court case of Roe v. Wade. During the 1960s the Women's Liberation Movement fought for the right of women to make decisions about their own bodies, including birth control and abortion. In 1973, a pregnant woman from Texas wanted to get an abortion, but Texas had made a law saying that it was a crime to do such thing. Roe took Texas to the Supreme Court and said to the court that the Texas Law violated her implied right of personal liberty in the 14

amendment and privacy from the Bill of Rights.

The Court's decision in the case *Roe v. Wade* was that states may not interfere with a woman wanting an abortion in the first trimester because state laws could not interfere with a woman's right to privacy. The Court expanded the rights of women getting abortions in the United States. The decision gave women an alternative to unwanted pregnancy, including cases of rape, incest, or teenage pregnancy. The debate about abortion is still going on and has led to political disputes. It often divides communities and has led to some unfortunate incidents.

These decisions that the Supreme Court makes sometimes limit and sometimes expand the rights of members of various groups in the United States. The Supreme Court has settled many disputes in states across America, and affected the lives of many minority groups.

Supreme court decisions over the years have affected society greatly, some limiting and some expanding the rights of members of certain groups of people. Two Supreme Court cases that clearly display this are the Dred Scott v. Sandford case in 1857 and the Brown v. Board of Education of Topeka case in 1954.

In the Dred Scott v. Sandford case, Dred Scott was a slave and he sued his master for his freedom. His master had brought him to a free state, where Dred Scott had lived as a free man. When Scott's master brought him back home, Scott thought that having lived in free territory made him a free man. The Supreme Court decided that Dred Scott was an African American and was not a citizen. Therefore, he could not sue, and had no case. Even if he could sue, the Supreme Court decided that slaves were property and therefore even though Dred Scott lived in free territory, he was still considered someone's property, and therefore still a slave. This Supreme Court decision limited the rights of African Americans. It made it publicly known that slavery could spread and that African Americans were not citizens, and did not have the same rights as a white man.

In the Brown v. Board of Education of Topeka case, Linda Brown had been rejected by an all-white school near her home. The closest black school was miles away. Linda's father sued the Board of Education of Topeka for Linda's rights. Schools were segregated at the time and this Supreme Court decision desegregated them. The Supreme Court decided that "separate but equal" that was

Decided in the Plessy v. Ferguson case did not apply to education, this decision called for the desegregation of all schools. In contrast to the Dred Scott v. Sanford case, this decision expanded the rights of African Americans. It expanded their rights by proclaiming that African Americans could go to the same schools as white people. This was a huge step in the Civil Rights movement, and a huge step towards integration and equality.

In conclusion, the Dred Scott v. Sanford case and the Brown v. Board of Education of Topeka case were both important Supreme Court cases in the history of the United States and greatly affected the rights of African Americans. The Dred Scott v. Sanford case in 1857 limited the rights of African Americans while the Brown v. Board of Education of Topeka case in 1954 expanded the rights of African Americans. Overall, there were many other Supreme Court decisions that affected the rights of African Americans as well as other groups of people.

Throughout history, the Supreme Court has addressed the issue of constitutional rights to a number of diverse groups of people. In some cases Supreme Court decisions have limited or expanded the constitutional rights of members in these groups.

In the Supreme Court case, *Brown vs. The Board of Education of Topeka* the point of segregated schools was brought about. Brown sent his child to an all white school because it was closer to their house, and his child was denied the right of entry because she was black. Brown sued the Board of Education. Supreme Court's decision on this matter was, it is illegal to have segregation in a school. The children were now allowed in the school but faced much discrimination. Although this was a step closer for blacks to receive equal rights, they were treated & respected horribly with great discrimination.

In another court case known as Roe vs. Wade women's rights were tested. Women believed it was their right to decide if they wanted to have an abortion or to keep the child. When this was being questioned Roe sued. Supreme Court had ruled that it was in fact a woman's right to decide on abortion, but it would have to be in the first ~~8~~ three months of pregnancy. In this case it also was meant to expand the rights of women and bring them closer to equality but it was taking time to do so. Women still faced lower wages than men, and some work places didn't even want them working there.

Supreme Court has addressed many cases involving constitutional rights of different groups of people. In the two cases Brown vs The Board of Education of Topeka, and Roe vs. Wade, Supreme Court decision was meant to expand constitutional rights of African Americans, and women. Although it was one step

Closer to equality. It took much time to bring this about. African Americans faced discrimination while women were looked at ~~as lower~~ lower than men, dealing with lower wages, + questioning their rights.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with little depth by describing the historical circumstances surrounding *Brown v. Board of Education of Topeka* and *Korematsu v. United States*, explaining the Supreme Court's decision in each case, and discussing how each decision either expanded or limited the rights of the involved groups
- Is more descriptive than analytical (*Brown v. Board of Education of Topeka*: it was about a black family that lived closer to a white school but had to travel farther to go to an all black school; under Earl Warren, Chief Justice at the time, the Supreme Court ruled that Brown was right, black children should be allowed to go to the same school as white children; the Supreme Court case has helped expand the rights of African Americans by allowing them an opportunity for an equal education; *Korematsu v. United States*: the President issued this order because of the Japanese attack on Pearl Harbor; the Supreme Court decided that under times of national security, citizens' rights are limited; none of them had been convicted of spying, but they lost everything and were moved far away from their homes)
- Includes some relevant facts, examples, and details (*Brown v. Board of Education of Topeka*: "separate but equal" was unconstitutional; *Korematsu v. United States*: President Roosevelt; Executive Order #9066; due process; relocation; was a United States citizen; families had no privacy in camps; guarded like prisoners)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that make the faulty analysis that all Supreme Court cases have made our nation free and have protected United States citizens

Conclusion: Overall, the response fits the criteria for Level 3. Although the response includes several relevant details and descriptions about the internment of Japanese Americans, it lacks similar development of school segregation issues. Additionally, flawed statements in the introduction and conclusion detract from its quality.

Practice Paper B—Score Level 0

The response:

Fails to develop the task

Conclusion: The response fits the criteria for Level 0 because it includes no accurate information about either *Dred Scott v. Sanford* or *Brown v. Board of Education*.

Practice Paper C—Score Level 4

The response:

- Develops all aspects of the task by describing the historical circumstances surrounding *Heart of Atlanta Motel v. United States* and *Roe v. Wade*, explaining the Supreme Court’s decision in each case, but discusses how these decisions expanded the rights of the groups less thoroughly than the other aspects of the task
- Is both descriptive and analytical (*Heart of Atlanta Motel v. United States*: the Atlanta motel’s owner refused to let blacks get a room and the owner filed suit against Congress’ new Civil Rights Act; the decision the Court made was that the commerce clause of the Constitution gives power to Congress to regulate interstate travel; the decision expanded the rights of African Americans by guaranteeing that the Civil Rights Act could be used to desegregate hotels, restaurants, stores, and almost all public facilities; *Roe v. Wade*: during the 1960s, the women’s liberation movement fought for the right of women to make decisions about their own bodies, including birth control and abortion; the Court’s decision was that states may not interfere with a woman wanting an abortion in the first trimester because state laws could not interfere with women’s right to privacy; the decision gave women an alternative to unwanted pregnancies, including cases of rape, incest, or teenage pregnancy)
- Supports the theme with some relevant facts, examples, and details (*Heart of Atlanta Motel v. United States*: civil rights movement of 1950s and 1960s; Martin Luther King Jr.; end of Jim Crow; March on Washington; racial discrimination; segregation; *Roe v. Wade*: Texas; implied 14th amendment right of personal liberty; privacy from the Bill of Rights; divides communities)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that credits the Supreme Court with settling many disputes in states across the country

Conclusion: Overall, the response fits the criteria for Level 4. The response exhibits an understanding of the application of the commerce clause of the Constitution to civil rights and the implied right to privacy in the Bill of Rights and the 14th amendment. However, the discussion of how the rights were expanded by these decisions lacks the analysis of a Level 5 paper.

Practice Paper D—Score Level 3

The response:

- Develops all aspects of the task with some depth by describing the historical circumstances surrounding *Dred Scott v. Sanford* and *Brown v. Board of Education of Topeka*, explaining the Supreme Court’s decision in each case, and discussing how each decision either limited or expanded the rights of African Americans
- Is more descriptive than analytical (*Dred Scott v. Sanford*: when Scott’s master brought him back home, Scott thought that having lived in a free territory made him a free man; the Supreme Court decided that slaves were property and therefore, even though Dred Scott lived in free territory, he was still considered someone’s property, and therefore still a slave; the case made it publicly known that slavery could spread and that African Americans were not citizens and did not have the same rights as white men; *Brown v. Board of Education of Topeka*: Linda Brown had been rejected by an all white school near her home; the Supreme Court decided that “separate but equal” that was upheld in the *Plessy v. Ferguson* case did not apply to education; this was a huge step in the civil rights movement and a huge step toward integration and equality)
- Includes few relevant facts, examples, and details (*Dred Scott v. Sanford*: could not sue; *Brown v. Board of Education of Topeka*: schools were segregated); includes an inaccuracy (*Dred Scott v. Sanford*: Dred Scott had lived as a free man)
- Demonstrates a satisfactory plan of organization; includes a brief introduction that restates the theme and a conclusion that cites the importance of the cases in limiting and expanding African American rights

Conclusion: Overall, the response fits the criteria for Level 3. The response demonstrates a basic understanding of the events leading to each case but does so with few supporting details and limited depth.

Practice Paper E—Score Level 2

The response:

- Develops some aspects of the task with little depth by mentioning the historical circumstances surrounding *Brown v. Board of Education of Topeka*, stating the Supreme Court’s decision in *Brown v. Board of Education of Topeka* and in *Roe v. Wade*, and mentioning how *Brown* expanded the rights of African Americans
- Is primarily descriptive (*Brown v. Board of Education of Topeka*: Brown sent his child to an all white school because it was closer to their house and his child was denied the right of entry because she was black; the Supreme Court’s decision on this matter was that it is illegal to have segregation in a school; this was a step closer for blacks to receive equal rights; *Roe v. Wade*: the Supreme Court had ruled that it was a woman’s right to decide on abortion, but it would have to be in the first three months of pregnancy)
- Includes few relevant facts, examples, or details (*Brown v. Board of Education of Topeka*: children still faced much discrimination)
- Demonstrates a general plan of organization; contains a digression (*Roe v. Wade*: women still faced lower wages than men and some workplaces did not even want them working there); includes an introduction that restates the theme and a conclusion that recognizes that although both decisions expanded rights, additional struggles faced each group

Conclusion: Overall, the response fits the criteria for Level 2. Despite accurately identifying the Supreme Court’s decision in each case, the response lacks historical perspective and utilizes only broad statements that lack supporting detail.

United States History and Government Specifications Grid January 2011

Part I Multiple Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Constitutional Principles; Supreme Court Decisions Diversity; Minority Rights; Citizenship	Standards 1 and 5: United States and New York History; Civics, Citizenship, and Government
Document-based Essay	Presidential Decisions and Actions; Foreign Policy; Interdependence; Change; Science and Technology	Standards 1, 2, 3, and 4: United States and New York History; World History; Geography; Economics

The *Chart for Determining the Final Examination Score for the January 2011 Regents Examination in United States History and Government* will be posted on the Department's web site <http://www.p12.nysed.gov/osa/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

1. Go to <http://www.forms2.nysed.gov/emsc/osa/exameval/reexameval.cfm>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Thursday, January 27, 2011 — 9:15 a.m. to 12:15 p.m., only

RATING GUIDE FOR PART III A AND PART III B (DOCUMENT-BASED QUESTION)

VOLUME
2 OF 2
DBQ

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site <http://www.p12.nysed.gov/osa/> and select the link "Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and at least one more time before the final scores for the examination are recorded.

Contents of the Rating Guide

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

- A question-specific rubric

For **Part III B** (DBQ) essay:

- 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

General:

- Test Specifications
- Web addresses for the test-specific conversion chart and teacher evaluation forms

UNITED STATES HISTORY and GOVERNMENT

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 Scoring the Regents Examination in Global History and Geography and United States History and Government*.

Rating the Essay Question

(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 conversion chart for this examination is located at <http://www.p12.nysed.gov/osa/> and must be used for determining the final examination score.

United States History and Government
Part A Specific Rubric
Document-Based Question—January 2011

Document 1

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

Finally, to those nations who would make themselves our adversary [rival], we offer not a pledge but a request: that both sides begin anew the quest for peace, before the dark powers of destruction unleashed by science engulf all humanity in planned or accidental self-destruction.

We dare not tempt them with weakness. For only when our arms are sufficient beyond doubt can we be certain beyond doubt that they will never be employed.

But neither can two great and powerful groups of nations take comfort from our present course—both sides overburdened by the cost of modern weapons, both rightly alarmed by the steady spread of the deadly atom, yet both racing to alter that uncertain balance of terror that stays the hand of mankind's final war.

So let us begin anew—remembering on both sides that civility is not a sign of weakness, and sincerity is always subject to proof. Let us never negotiate out of fear. But let us never fear to negotiate.

Let both sides explore what problems unite us instead of belaboring those problems which divide us...

Source: President John F. Kennedy, Inaugural Address, January 20, 1961

1 According to President John F. Kennedy, what is *one* action the United States should take in dealing with its Cold War rivals?

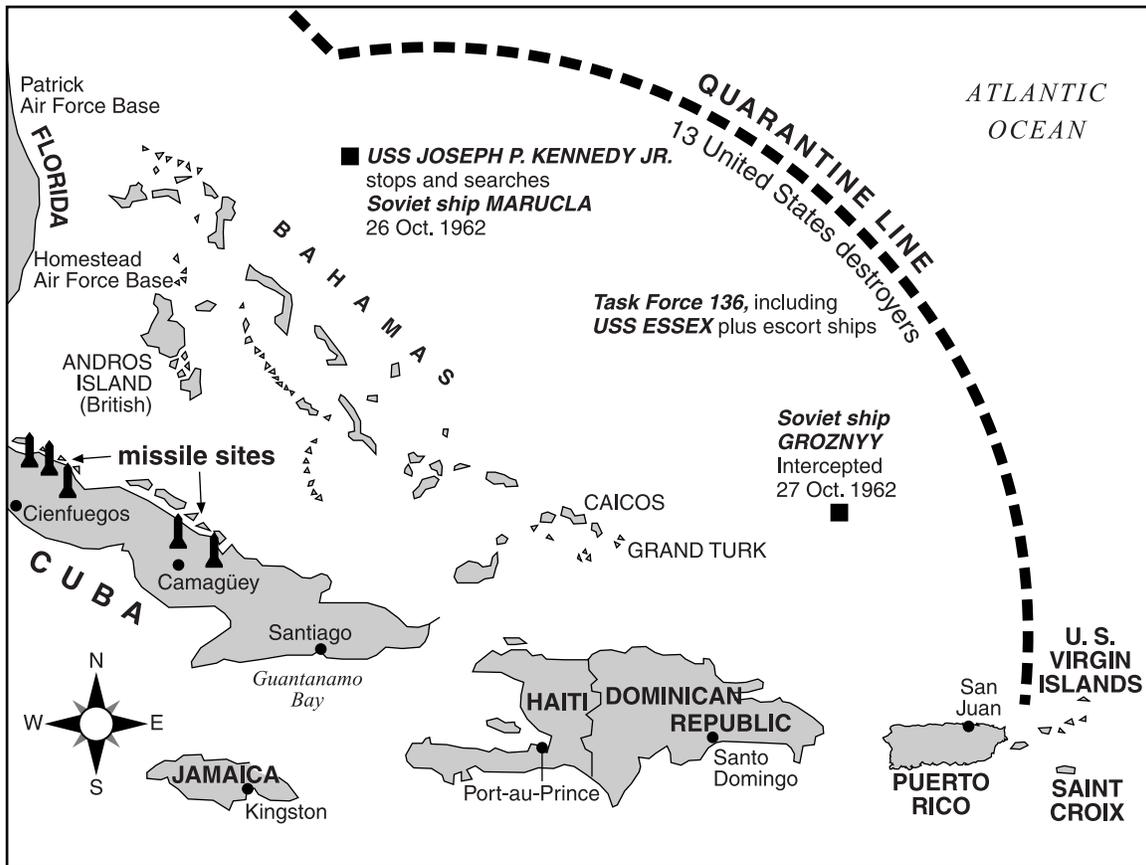
Score of 1:

- States an action the United States should take in dealing with its Cold War rivals according to President John F. Kennedy
Examples: we should pay any price/bear any burden/meet any hardship/support any friend/oppose any foe to assure the survival/success of liberty; begin anew the quest for peace; begin our relationship anew; explore problems that unite us; make certain we have sufficient arms; be civil in negotiations; verify sincerity with proof; negotiate

Score of 0:

- Incorrect response
Examples: belabor the problems which divide us; unleash the powers of destruction; end the quest for peace
- Vague response
Examples: let every nation know; let both sides explore; begin anew
- No response

Cuban Missile Crisis



Source: "Flag Plot Cuban Missile Crisis," October 28, 1962, U.S. Naval Historical Center, National Security Archive, George Washington University (adapted)

2 Based on this map, state *one* action ordered by President John F. Kennedy during the Cuban missile crisis.

Score of 1:

- States an action ordered by President John F. Kennedy during the Cuban missile crisis as shown on this map
Examples: set up a naval quarantine line around Cuba; ships were sent to blockade the area around Cuba; blockaded Cuba with destroyers/Navy ships/Task Force 136/aircraft carrier Essex; stop/search/intercept Soviet ships; quarantined/blockaded Cuba

Score of 0:

- Incorrect response
Examples: invasion of Cuba; dismantle missile sites in Cuba; engage in naval battles with the Soviet Union
- Vague response
Examples: search; intercept
- No response

Document 3a

President John F. Kennedy and Soviet Premier Nikita Khrushchev



Source: Herb Lubank, *Washington Post*, November 1, 1962 (adapted)

Document 3b

... I speak of peace because of the new face of war. Total war makes no sense in an age when great powers can maintain large and relatively invulnerable nuclear forces and refuse to surrender without resort to those forces. It makes no sense in an age when a single nuclear weapon contains almost ten times the explosive force delivered by all the allied air forces in the Second World War. It makes no sense in an age when the deadly poisons produced by a nuclear exchange would be carried by wind and water and soil and seed to the far corners of the globe and to generations yet unborn....

In short, both the United States and its allies, and the Soviet Union and its allies, have a mutually deep interest in a just and genuine peace and in halting the arms race. Agreements to this end are in the interests of the Soviet Union as well as ours — and even the most hostile nations can be relied upon to accept and keep those treaty obligations, and only those treaty obligations, which are in their own interest....

Source: President John F. Kennedy, Commencement Address at American University, Washington, D.C., June 10, 1963

3 Based on these documents, what are *two* reasons the United States and the Soviet Union needed to address the issue of nuclear war?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* reason the United States and the Soviet Union needed to address the issue of nuclear war based on these documents
Examples: great powers who maintain large nuclear arsenals may refuse to surrender without resorting to nuclear war; a single nuclear weapon contains more explosive force than that delivered by all the Allied air forces in World War II/today's nuclear weapons are more destructive than any weapons dropped during World War II; the deadly poisons produced by a nuclear exchange would be carried by wind/water/soil/seed to the far corners of the globe/to generations yet unborn; they had come very close to having a nuclear war

Note: To receive maximum credit, two *different* reasons the United States and the Soviet Union need to address the issue of nuclear war must be stated. For example, *a single nuclear weapon contains more explosive force than that delivered by all the Allied air forces in the Second World War and today's nuclear weapons are more destructive than all the weapons dropped during World War II* are the same reason expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: hostile nations will keep treaty obligations; the United States and its allies have no interest in a just and genuine peace; Allied forces fought in World War II
- Vague response
Examples: they resorted to those forces; their own interest; they are great powers; reached the far corners of Earth; explosive force
- No response

Document 4

... You have to give both [President Richard] Nixon and [National Security Advisor Henry] Kissinger the credit—Nixon because he is the president. It was his clear feeling that we ought to move toward China. I think that he also understood that because of his anti-communist credentials, it would be easier for him than, say, for [Senator] Hubert Humphrey. More importantly, he knew that China would become an important country; our approach to China would give the Soviet Union an incentive to have better relations with us, in that they might get a bit nervous about our dealings with the Chinese. Indeed, within months after the announcement of Kissinger's secret trip, we had an agreement on a summit meeting with the Soviets, as well as a breakthrough on SALT [Strategic Arms Limitation Talks], and on the Berlin negotiations. Kissinger had, independently, come to the same conclusions, for the same reasons....

Source: Winston Lord in Gerald S. and Deborah H. Strober, *Nixon: An Oral History of His Presidency*, HarperCollins, 1994

4 According to Winston Lord, what are *two* ways the new United States policy toward China improved United States-Soviet relations?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* way the new United States policy toward China improved United States-Soviet relations according to Winston Lord
Examples: the Soviet concern about our closer relations with China resulted in friendlier relations between the United States and the Soviet Union; the two nations agreed to a summit meeting; there was a breakthrough on SALT; negotiations over Berlin improved/breakthrough on Berlin negotiations

Note: To receive maximum credit, two *different* ways that the new United States policy toward China improved United States-Soviet relations must be stated. For example, *there was a breakthrough on SALT* and *they agreed to limit nuclear weapons* are the same way expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: relations with the Soviet Union worsened; SALT negotiations broke down; Nixon cut off relations with both the Soviet Union and China; Nixon had anticommunist credentials
- Vague response
Examples: it was his clear feeling; it would be easier; Nixon and Kissinger came to the same conclusions; breakthrough
- No response

Document 5

... Many of those who watched the week unfold in Moscow concluded that this summit—the most important since Potsdam in 1945 and probably the most important Soviet political event since Stalin’s death—could change world diplomacy. It was all the more impressive because it seemed not so much a single, cataclysmic [momentous] event but part of a process, part of a world on the move....

The meeting underscored [emphasized] the drive toward detente based on mutual self-interest—especially economic self-interest on the part of the Soviets, who want trade and technology from the West. None of the agreements are shatterproof, and some will lead only to future bargaining. But the fact that they touched so many areas suggested Nixon’s strategy: he wanted to involve all of the Soviet leadership across the board—trade, health, science—in ways that would make it difficult later to reverse the trends set at the summit....

Source: “What Nixon Brings Home from Moscow,” *Time*, June 5, 1972

5 According to this document, why was the Moscow summit important to United States-Soviet relations?

Score of 1:

- States a reason that the Moscow summit was important to relations between the United States and the Soviet Union according to this document
Examples: it underscored the drive toward détente; it might lead to future bargaining; the trends set at the summit would be difficult to reverse; the Soviets’ desire for Western trade and technology helped make them willing to improve United States-Soviet relations; it was based on mutual self-interest

Score of 0:

- Incorrect response
Examples: the agreements were shatterproof; it brought an end to détente; it would end future bargaining
- Vague response
Examples: it unfolded; it was part of a world on the move; it was impressive; all of the Soviet leadership across the board; Soviets wanted it from the West
- No response

Document 6

... As far as our relations with the Soviets are concerned, we shall continue. We shall continue to negotiate, recognizing that they don't like our system or approve of it and I don't like their system or approve of it. Mr. Brezhnev [Soviet leader Leonid Brezhnev] knows that, and I know it, and we have discussed it quite bluntly and directly.

However, it is essential that both nations, being the super powers that we are, continue to make progress toward limiting arms, toward avoiding confrontations which might explode into war, as it might have in the Mideast if we had not had this period of negotiation, and also continuing those negotiations for reduction of forces in Europe and reduction of arms, or certainly the limitation of arms, and the various other initiatives that we are undertaking with the Soviets.

In a nutshell, this is what we have to consider: Do we want to go back to a period when the United States and the Soviet Union, the two great super powers, stood in confrontation against each other and risk a runaway nuclear arms race and also crisis in Berlin, in the Mideast, even again in Southeast Asia or other places of the world, or do we want to continue on a path in which we recognize our differences but try to recognize also the fact that we must either live together or we will all die together?...

Source: President Richard Nixon, Press Conference, February 25, 1974

6 According to President Richard Nixon, what is *one* reason the United States should continue its negotiations with the Soviet Union?

Score of 1:

- States a reason the United States should continue its negotiations with the Soviet Union according to President Richard Nixon
Examples: to make progress toward limiting arms; to avoid confrontations which might explode into war; to reduce forces in Europe; to reduce/limit arms; to avoid a runaway nuclear arms race; to avoid crises in Berlin/the Mideast/Southeast Asia/other places in the world; to recognize that we need to live together in peace; "we must either live together or we will all die together"

Score of 0:

- Incorrect response
Examples: to allow the United States to build up its nuclear arsenal; so the United States could confront the Soviet Union as a superpower; because the United States and the Soviet Union did not like each other's systems
- Vague response
Examples: to continue negotiations; initiatives are being undertaken; we have to consider going back; to confront each other
- No response

Document 7

... Ronald Reagan entered office [the presidency] as the most emphatically anti-Soviet American chief executive since Harry Truman, who presided over the beginning of the Cold War. The Reagan administration was committed to stepping up the competition with the Soviet Union in the areas where the rivalry was sharpest. It orchestrated the most expensive peacetime military buildup in American history and began the Strategic Defense Initiative, which was designed to free the world from the nuclear stalemate in which each side's society was hostage to the weapons of the other. But the Reagan years have demonstrated the limits to both policies. They have made it clear that the United States, like the Soviet Union, will have to settle for military equilibrium in the great power rivalry...

Source: Bialer and Mandelbaum, *The Global Rivals*, Alfred A. Knopf, 1988

7 According to Bialer and Mandelbaum, what was *one* action taken by the Reagan administration that demonstrated an anti-Soviet foreign policy?

Score of 1:

- States an action taken by the Reagan administration that demonstrated an anti-Soviet foreign policy according to Bialer and Mandelbaum
Examples: it stepped up the competition with the Soviet Union in areas where the rivalry was sharpest; it started the most expensive peacetime military buildup in American history/military spending was increased; it began the Strategic Defense Initiative

Score of 0:

- Incorrect response
Examples: it began the Cold War; it made society a hostage; it reduced military spending; it settled for military equilibrium
- Vague response
Examples: it committed the nation; they made it clear they will have to settle; competition; expensive buildup; began initiatives
- No response

Document 8

... And now the Soviets themselves may, in a limited way, be coming to understand the importance of freedom. We hear much from Moscow about a new policy of reform and openness. Some political prisoners have been released. Certain foreign news broadcasts are no longer being jammed. Some economic enterprises have been permitted to operate with greater freedom from state control. Are these the beginnings of profound changes in the Soviet state? Or are they token gestures, intended to raise false hopes in the West, or to strengthen the Soviet system without changing it? We welcome change and openness; for we believe that freedom and security go together, that the advance of human liberty can only strengthen the cause of world peace.

There is one sign the Soviets can make that would be unmistakable, that would advance dramatically the cause of freedom and peace. General Secretary Gorbachev, if you seek peace, if you seek prosperity for the Soviet Union and Eastern Europe, if you seek liberalization: Come here to this gate! Mr. Gorbachev, open this gate! Mr. Gorbachev, tear down this wall!...

Source: President Ronald Reagan,
speech at the Brandenburg Gate,
June 12, 1987



President Ronald Reagan speaks on the West Berlin side of the Brandenburg Gate, June 12, 1987.

Source: German Missions in the United States
(adapted)

8a According to President Ronald Reagan, what is *one* action taken by the Soviet Union that indicates it may be reforming its policies?

Score of 1:

- States an action taken by the Soviet Union that indicates it may be reforming its policies as expressed by President Ronald Reagan
Examples: they have released some political prisoners; they no longer jam certain foreign news broadcasts; they have permitted some economic enterprises to operate with greater freedom from state control

Score of 0:

- Incorrect response
Examples: they tore down the Berlin Wall; they eliminated state control; they jammed all foreign news broadcasts; they strengthened the cause/system
- Vague response
Examples: they permitted operation; they broadcast; a token gesture; they were open
- No response

8b According to President Ronald Reagan, what is *one* action that General Secretary Mikhail Gorbachev should take to advance the cause of freedom and peace?

Score of 1:

- States an action that General Secretary Gorbachev should take to advance the cause of freedom and peace according to President Ronald Reagan
Examples: “tear down this wall”/tear down the Berlin Wall; tear down the barrier separating East and West Berlin; open the Brandenburg Gate

Score of 0:

- Incorrect response
Examples: advance freedom/peace; close East Berlin; jam foreign news broadcasts; make a sign
- Vague response
Examples: open it; tear it down
- No response

Document 9

This article was written by former Soviet leader Mikhail Gorbachev following the death of former President Ronald Reagan on June 5, 2004.

... Ronald Reagan's first term as president had been dedicated to restoring America's self-confidence. He appealed to the traditions and optimism of the people, to the American dream, and he regarded as his main task strengthening the economy and the military might of the United States. This was accompanied by confrontational rhetoric toward the Soviet Union, and more than rhetoric—by a number of actions that caused concern both in our country and among many people throughout the world. It seemed that the most important thing about Reagan was his anti-Communism and his reputation as a hawk who saw the Soviet Union as an “evil empire.” Yet his second term as president emphasized a different set of goals. I think he understood that it is the peacemakers, above all, who earn a place in history. This was consistent with his convictions based on experience, intuition and love of life. In this he was supported by Nancy—his wife and friend, whose role will, I am sure, be duly appreciated...

In the final outcome, our insistence on dialogue proved fully justified. At a White House ceremony in 1987, we signed the intermediate-range nuclear forces treaty, which launched the process of real arms reduction. And, even though we saw the road to a world free of nuclear weapons differently, the very fact of setting this goal in 1986 in Reykjavik [Iceland] helped to break the momentum of the arms race....

Source: Mikhail Gorbachev, “A President Who Listened,” *New York Times*, June 7, 2004

9 According to Mikhail Gorbachev, how did President Ronald Reagan's attitude toward the Soviet Union change during his second term?

Score of 1:

- States how President Ronald Reagan's attitude toward the Soviet Union changed during his second term according to Mikhail Gorbachev
Examples: he began to emphasize the importance of a peaceful relationship with the Soviet Union; he engaged in dialogue with the Soviet Union; he signed an arms reduction treaty; he showed an interest in breaking the momentum of the arms race; became less hawkish

Score of 0:

- Incorrect response
Examples: he ended arms reduction talks; he continued in the old ways; he became more anti-Communist
- Vague response
Examples: it changed; his convictions became consistent; he launched the process
- No response

United States History and Government
Content-Specific Rubric
Document-Based Question—January 2011

Historical Context: During the Cold War, world events and changing attitudes influenced the way that United States presidents dealt with the Soviet Union. Presidents **John F. Kennedy**, **Richard Nixon**, and **Ronald Reagan** each used various foreign policy approaches in dealing with the Soviet Union.

Task: Discuss how the United States dealt with the Soviet Union during the presidencies of John F. Kennedy, Richard Nixon, **and** Ronald Reagan

Scoring Notes:

1. The response should discuss how the United States dealt with the Soviet Union during the presidencies of John F. Kennedy, Richard Nixon, **and** Ronald Reagan.
2. The same foreign policy approach may be used in discussing more than one of these presidents, e.g., Kennedy and Nixon both used negotiation.
3. Presidents not specifically mentioned in the documents may be included as outside information in the discussion (e.g., Truman’s containment policy and its effect on Kennedy’s policy), but the focus should remain on the foreign policy approaches of these three presidents.
4. The response may discuss foreign policy approaches from a variety of perspectives as long as the positions taken are supported by accurate historical facts and examples.
5. For the purposes of meeting the criteria of using *at least five* documents in the response, documents 3a and 3b may be considered as separate documents *if* the response uses specific separate facts from each document.

Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by discussing how the United States dealt with the Soviet Union during the presidencies of John F. Kennedy, Richard Nixon, and Ronald Reagan
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., connects the mix of Cold War rhetoric and accommodation found in Kennedy’s inaugural address and his dealings with the Soviet Union during the Cuban missile crisis to the reevaluation of Cold War attitudes that led to détente and strategic arms limitation agreements during both the Nixon and the Reagan administrations; connects the confrontational issues that divided the United States and the Soviet Union during the administrations of Presidents Kennedy, Nixon, and Reagan to the similar and dissimilar steps that each took in attempting to follow a policy of negotiation and the maintenance of peace, thus averting global crises that might result in nuclear war
- Incorporates relevant information from *at least five* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to United States foreign policy toward the Soviet Union (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., Castro; Bay of Pigs; Soviet missiles; quarantine; peaceful coexistence; Nuclear Test Ban Treaty; hotline; grain deal; summit; SALT; Reagan; “evil empire”; Berlin Wall; arms reduction; containment policy; Marshall Plan; McCarthyism; relations with China; global containment; personal diplomacy; nuclear standoff
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops *all* aspects of the task but may do so somewhat unevenly by discussing the foreign policy approach of one president less thoroughly than the other two presidents
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., discusses the resolution of the Cuban missile crisis and the continuing threat of nuclear war between the United States and the Soviet Union and the progress made by Presidents Kennedy, Nixon, and Reagan to limit nuclear arms; discusses the tension between the United States and the Soviet Union during the Cuban missile crisis, efforts made by President Kennedy to improve those relations, and the evolution of United States-Soviet relations during the administrations of Nixon and Reagan; compares the similarities and differences of the policies of Presidents Kennedy, Nixon, and Reagan toward the Soviet Union that eventually contributed to the end of the Cold War
- Incorporates relevant information from *at least five* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

*The term *create* as used by Anderson/Krathwohl, et al. in their 2001 revision of Bloom's *Taxonomy of Educational Objectives* refers to the highest level of the cognitive domain. This usage of create is similar to Bloom's use of the term *synthesis*. Creating implies an insightful reorganization of information into a new pattern or whole. While a Level 5 paper will contain analysis and/or evaluation of information, a very strong paper may also include examples of creating information as defined by Anderson and Krathwohl.

President John F. Kennedy

Key Ideas from Documents 1–3	Relevant Outside Information (This list is not all-inclusive.)
<p>Doc 1—Inaugural statement that United States would bear any hardship or burden to assure survival and success of liberty Request by the United States that adversaries begin a quest for peace Need to have sufficient arms to avoid arms being used by others Never to negotiate out of fear but never fear to negotiate Request to explore problems that unite us, not to belabor problems that divide us</p> <p>Doc 2—Quarantine of Cuba because of Soviet missile sites Interception and search of Soviet vessels near Cuba by American ships</p> <p>Doc 3—United States and Soviet Union working together to avoid nuclear war Mutual interest of United States and Soviet Union in peace and halting arms race Need for treaties to halt arms race</p>	<p>Kennedy's criticism of Republican administration during the 1960 election (missile gap, Sputnik, U-2 incident, Cuba's alignment with the Soviet Union) Replacement of Eisenhower's massive retaliation by Kennedy's flexible response Deterioration of United States-Soviet relations after the Bay of Pigs invasion Increased tension as result of construction of Berlin Wall (United States refusal to give up access to West Berlin) Details about Cuban missile crisis (all-out attack on Soviet Union threatened if United States attacked by missiles from Cuba, agreement to end quarantine and not invade Cuba, secret promise to remove missiles from Turkey) Modification of Kennedy's hard-line stance to reduce possibility of nuclear war (grain sales, hot line, emphasis on disarmament, Limited Test Ban Treaty)</p>

President Richard Nixon

Key Ideas from Documents 4–6	Relevant Outside Information (This list is not all-inclusive.)
<p>Doc 4—Improving United States-China relations leading to agreement with Soviets about a summit Breakthrough on SALT and Berlin negotiations</p> <p>Doc 5—Pursuing détente based on mutual self-interest Positive results of Moscow summit Strategy to involve all Soviet leadership (trade, health, science) to make it difficult to reverse trends set at summit</p> <p>Doc 6—Continuation of progress toward limiting arms, avoiding confrontations that might explode into war, continuation of negotiations for reduction of forces in Europe Willingness to negotiate with Soviet Union even though its system is different Recognizing differences but realizing that we must either live together or die together</p>	<p>Impact of improved United States-China relations on United States-Soviet relations (Nixon’s trip to China) Details about détente (cultural exchanges, joint space exploration) Addressing of issues involving Berlin Signing of SALT I Treaty (Nixon’s trip to Soviet Union, Brezhnev’s trip to United States) Expansion of trade relations</p>

President Ronald Reagan

Key Ideas from Documents 7–9	Relevant Outside Information (This list is not all-inclusive.)
<p>Doc 7—Administration commitment to stepping up competition with Soviet Union Most expensive military buildup in American history Beginning of Strategic Defense Initiative Reagan emphatically anticommunist</p> <p>Doc 8—Questioning and then welcoming of change and openness in the Soviet Union because of belief that freedom and security go together Challenging Gorbachev to tear down Berlin Wall</p> <p>Doc 9—Confrontational rhetoric toward Soviet Union during first term Signing of intermediate-range nuclear forces treaty and beginning of process of real arms reduction during second term</p>	<p>Abandonment of détente because Soviet Union seen as source of world’s problems Details about Strategic Defense Initiative (Star Wars) Support for “freedom fighters” (Reagan Doctrine) Lifting of grain embargo imposed by Carter after Soviet invasion of Afghanistan Series of summits between Gorbachev and Reagan on reduction of nuclear arms (Geneva Summit, details about Reykjavik) Details about and positive response to perestroika and glasnost End of Cold War with fall of Berlin Wall and breakup of Soviet empire and of the Soviet Union</p>

The Cold War, one of U.S.'s longest periods of conflict in history, began shortly after WWII. The Cold War soon came to represent a clash of two ideologies: Democracy vs. Communism. The Soviet Union and the United States were in fierce competition to not only expand their spheres of influence but also for the technological advancement of nuclear arms. At times throughout the decades, tensions were high between the two superpowers. But, as presidents of the U.S. changed, so did policies towards the Soviet Union. Under John F. Kennedy, tensions escalated significantly, despite JFK's struggle for peace. Nixon actively sought the easing of Cold War tensions, a policy which Reagan at first reversed, then used himself. All three presidents had different approaches towards dealing with the Soviet Union, and the circumstances of each presidency led to varied outcomes.

As JFK took office, tensions between the U.S. and U.S.S.R. were on the rise. The United States was becoming increasingly involved in Vietnam in an effort to stop the Communist North from taking over the south. Also, JFK developed his Alliance for Progress program to prevent communist ideas from spreading into Latin America from Cuba. The Soviet Union was also threatening to cut off access to Berlin and ended up building a wall between East and West Berlin. Despite these concerns, JFK outlined his hope for new ways of thinking about "problems which divide us." (Doc 1). In fact JFK changed the U.S. from a policy of massive retaliation to a "flexible response" a policy focused on using conventional weapons and military options

rather than just nuclear ones. JFK felt that both superpowers needed to address the growing threat of a nuclear war, expressing his belief that a "total war" between the two superpowers (including the use of nuclear arms) would never be necessary (Doc. 3a, 3b). Unfortunately the circumstances of JFK's presidency made any hope of arms reduction nearly impossible. JFK authorized the Bay of Pigs mission - an attempt to send exiled CIA-trained Cubans into Cuba to overthrow Communist Dictator Castro. The Soviets looked at this as a threat to their ally Castro and placed nuclear missile sites within Cuba, using missiles that could reach the U.S. in seconds. The Cuban Missile Crisis, as it was aptly named, was the high point of Cold War tensions. JFK ordered a naval blockade of Cuba to intercept Soviet ships (Doc. 2). A nuclear war was narrowly avoided.

Several years later Nixon took office, and the change in presidency led to a change in policy towards the Soviets. The Nixon Doctrine and his policy of Vietnamization were both Nixon's policies of reducing U.S. involvement in Southeast Asia and around the world which naturally eased Cold War tensions a few degrees. Nixon was focussed on a policy of détente as a "thawing" of Cold War tensions (Doc. 6). In 1972, Nixon surprised the world by traveling to China and meeting with Communist Leader Mao Zedong. Tensions between the Soviets and the Chinese had been worsening in the 1960s. Nixon saw this as a good time to approach the Chinese. An improved U.S. - China relationship created an incentive for the Soviet Union to seek a better relationship

with the U.S. (Doc 4). Worried about an anti-Soviet coalition, the Soviets agreed to a summit meeting in Moscow, which emphasized achieving détente. (Doc 5). This led to a quick signing of the SALT agreement between the two superpowers, which successfully established provisions for an arms reduction (Doc 4). The Nixon years were marked by relatively peaceful relations between the U.S. and the Soviet Union.

When Reagan first took office as President, he had quite the opposite goals and attitudes Nixon had. Since early in his career, he had spoken out against communism and saw the Soviets as immoral. He thought they used détente for their own self-interest. During his first term, Reagan focussed on restoring old Cold War competition between the U.S. and Soviet Union. Reagan's Administration funded the most expensive peacetime military build up in history and introduced the "Strategic Defense Initiative" which alarmed the Soviet Union. Nicknamed "Star Wars" by critics, the Strategic Defense Initiative was an expensive program dedicated to developing a high-tech defense system capable of taking down ballistic missiles in flight. Unfortunately, the technology required for the system and its huge costs kept the project from being put into use during the Reagan years. The Reagan doctrine also used the U.S. military overseas to combat Communist expansion. Reagan used the military to crush an uprising on Grenada, a small Caribbean island, out of fear of the creation of another Communist base in the Caribbean. During Reagan's presidency, Reagan's Administration funded the "Contras" a radical group in Nicaragua attempting to overthrow a Communist

regime.

Reagan's exploits during his first term increased tensions between the U.S. and U.S.S.R., but his policies changed during his second term. Why the change? Part of it had to do with changes within the Soviet Union itself. Mikhail Gorbachev, the new leader of the Soviet Union, instituted two radical policy changes, glasnost and perestroika. Glasnost was a policy of reform and openness, allowing more social freedom in the U.S.S.R. Perestroika focussed on introducing open markets and greater economic freedom. Reagan saw this as a sign the Soviet Union was ready to make significant strides towards peace. Reagan even demanded that Gorbachev tear down the Berlin Wall (Doc 8). Eventually, the Berlin Wall a physical symbol of the Cold War and the barrier of peace, was torn down by the German people. After Reagan's death, Gorbachev wrote a reflection, making a note of Reagan's change in policy and the peace talks, all culminating in an effective arms reduction treaty signed by both superpowers in 1987 (Doc 9).

In 1991, the Soviet Union finally collapsed, and although Cold War tensions had been almost non-existent for a few years, the Cold War officially ended. The Cold War lasted almost five decades and involved many presidents. Each one had a different way of dealing with the Soviet Union. JFK's presidency was marked by dangerous conflict, Nixon's by détente, and Reagan's by a little of both. The U.S. and U.S.S.R. went to the brink of nuclear war and back again. Today, the Cold War serves as a lesson to world powers and political leaders alike and will continue to shape the policies of future presidents.

Anchor Level 5-A

The response:

- Thoroughly develops the task evenly and in depth by discussing how the United States dealt with the Soviet Union during the presidencies of John F. Kennedy, Richard Nixon, and Ronald Reagan
- Is more analytical than descriptive (*Kennedy*: unfortunately, the circumstances of his presidency made any hope of arms reduction nearly impossible; he narrowly avoided a nuclear war; *Nixon*: an improved United States-China relationship created an incentive for the Soviet Union to seek a better relationship with the United States; worried about an anti-Soviet coalition, the Soviets agreed to a summit meeting in Moscow; *Reagan*: exploits during his first term increased tensions between the United States and the USSR, but policies changed during his second term; he saw the reforms in the Soviet Union as a sign that they were ready to make strides towards peace)
- Incorporates relevant information from all the documents
- Incorporates substantial relevant outside information (*Kennedy*: the United States was becoming increasingly involved in Vietnam; he developed his Alliance for Progress program to prevent communist ideas from spreading into Latin America; the Soviet Union was also threatening to cut off access to Berlin; he changed the United States from a policy of massive retaliation to a “flexible response” policy; the Soviets looked at the Bay of Pigs as a threat to their ally Castro; *Nixon*: the Nixon doctrine and his policy of Vietnamization were his policies of reducing United States involvement around the world; *Reagan*: since early in his career, he had spoken out against communism; the Strategic Defense Initiative was dedicated to developing a high tech defense system; the technology required for the Star Wars system and its huge costs kept the project from being put into use during the Reagan years; he used the military to crush an uprising in Grenada; his administration funded the Contras, a radical group attempting to overthrow a communist regime; Gorbachev instituted the radical policy changes of glasnost and perestroika)
- Richly supports the theme with many relevant facts, examples, and details (*Kennedy*: naval blockade of Cuba to intercept Soviet ships; *Nixon*: détente or a thawing of Cold War tensions; relatively peaceful relations between the United States and the Soviet Union; *Reagan*: focused on restoring old Cold War competition; funded the most expensive military peacetime buildup in history; effective arms reduction treaty signed in 1987)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses how the Cold War and its clash of two ideologies resulted in different approaches toward dealing with the Soviet Union and a conclusion that discusses how the Cold War continues to serve as a lesson to world powers and political leaders alike

Conclusion: Overall, the response fits the criteria for Level 5. Outside historical references are used as a backdrop for the discussion of each president’s policies and demonstrate an understanding of the global implications of the Cold War. The discussion of United States policies toward the Soviet Union is analytical, thorough, and wide-ranging.

American presidents, from Truman to Reagan, had a number of different attitudes and policies regarding the way in which they dealt with the Soviet Union during the Cold War. These attitudes were influenced by actions and statements made by both sides, and by periodic crises which shook the world, and threatened the possibility of a world-wide nuclear holocaust. The various foreign policy relations and goals of Presidents Kennedy, Nixon, and Reagan toward the Soviet Union differed from each other, but also showed remarkable similarities. Influenced by different events and new attitudes, each leader developed their own strategies and attitudes with regard to not only keeping America safe, but also of keeping democracy around the world safe from repeated actions of Soviet or independent communist aggression.

President John F. Kennedy's greatest challenge as president came in 1962 in the form of the Cuban missile crisis. After American surveillance revealed that the Soviet Union was building nuclear missile sites in Cuba, just 90 miles from the U.S. coast, Kennedy took a bold stand against the communists, and demanded that the missiles be removed. The Soviet Union initially refused to back down, because as history has taught us, there is no greater danger to a nation's security than perceived military weakness. For almost two weeks the world teetered on the brink of a nuclear war, and crisis was only averted when President Kennedy and Soviet Premier Khrushchev negotiated a peaceful resolution to the

crisis. (Docs 1, 2) Kennedy and Khrushchev both gradually realized that a nuclear war was something that would destroy the world, and should be avoided at all costs, and they made their negotiations accordingly. Kennedy also saw the need to be tough with the Soviets and insist upon removal of the missiles, and used the Navy to blockade weapons shipments to Cuba. Kennedy was effective in securing a peaceful agreement, a withdrawal of the missiles, and a new understanding between the United States and the Soviet Union with regard to nuclear weapons. (Docs 2, 3a, 3b) Kennedy's willingness to be patient in waiting for Khrushchev's response demonstrated his concern over nuclear warfare.

President Richard Nixon had his own different approach with regard to relations with the Soviet Union. Nixon believed that détente, or a gradual easing of tensions between the West and the Soviet Union, born of a greater understanding, was the surest way of gaining a lasting peace, and a reduction to the arms race. Nixon demonstrated his willingness to cooperate with the communists in his important diplomatic trips to China and Moscow. Nixon, in extending recognition to the Chinese, not only normalized U.S./Chinese relations, but also gained the attention of the Soviet Union, who in turn became much more cooperative with regard to limiting intercontinental ballistic missiles (SALT I) and negotiations with regard to the situation in Berlin. (Doc 4) Nixon's visit to Russia also was an example of his belief in the policy of détente whereby,

through mutual economic self-interest, and work towards common goals, the United States and Soviet Union could come to a better understanding, and ease the tensions that existed between them. He was the first American president to visit the Soviet Union during the Cold War and by extending the hand of friendship towards the Soviets, Khrushchev hoped to put in motion trends that could not be easily cast aside. Above all, he hoped to prevent another arms race, or any activity which could be deemed hostile and lead to a break in U.S.-Soviet relations, which could imperil the entire world (Docs 5, 6) Easing tensions with the Soviet Union was a great achievement of the Khrushchev administration.

During the Presidency of Ronald Reagan, a different strategy of foreign policy relations was tried towards the Soviet Union. Reagan was virulently anti-communist and believed that under no circumstances should the United States sacrifice its capabilities of defending itself, and democratic societies around the world from the perceived threat of the "evil empire." Reagan believed that ~~through~~ ^{through} advances in Star Wars defense technology and increased military spending, he could provide the U.S. with safety that could be more assuring than treaties made with communist enemies. Reagan, in his second term, however, changed his attitudes toward the Soviet Union. He still saw the Soviets as a great threat to freedom and democracy, but he also realized the absolute necessity of working more closely with them to assure the security of not only America, but the rest of the world as well from

the dangers of arms races, and nuclear buildup. (Docs 7, 9) Reagan was willing to accept Soviet gestures of friendship, and of loosening of control of their regime, but he was also careful to examine these actions, and determine how genuine ~~or~~ ^{or} sincere they were in reality. Reagan firmly believed that the Soviet Union had a moral responsibility to release the oppressed citizens of eastern Europe from its grasp, and grant freedom to its own people as well. (Doc 8) As this occurred, and Gorbachev began to reduce his country's armed forces, Reagan's attitudes changed. Visits were exchanged and negotiations led to a new understanding of the Soviet Union.

Clearly, the actions and events of the Cold War had dramatically different effects upon the foreign policy attitudes and decisions made by American presidents. Depending upon world events, and the level of perceived threat, American presidents responded in a mostly responsible and competent manner. Kennedy was not afraid to threaten force against the Soviet Union, and Reagan was more than willing to develop new weapons to ensure the safety of the American people, and of American democracy. Yet, Kennedy, Nixon, and Reagan were also willing to listen to Soviet appeals, and willing to negotiate for the best interests of their countries and the world in general. They all clearly saw that openness was a must in a world of nuclear weapons, and they knew that they must try to peacefully resolve differences first, and resort to military force, as a distant second. Nations must never be afraid to display their force, for it is the surest method of preventing a war. Yet they must also be careful to negotiate and keep good relations

with both friends and potential rivals.

Anchor Level 5-B

The response:

- Thoroughly develops the task evenly and in depth by discussing how the United States dealt with the Soviet Union during the presidencies of John F. Kennedy, Richard Nixon, and Ronald Reagan
- Is more analytical than descriptive (*Kennedy*: he and Khrushchev both realized that a nuclear war was something that would destroy the world and should be avoided; his willingness to be patient demonstrated his concern over nuclear warfare; *Nixon*: believed that détente was the surest way of gaining a lasting peace and a reduction to the arms race; not only normalized United States-Chinese relations but the Soviet Union became much more cooperative; hoped to prevent another arms race or any activity which could be deemed hostile and lead to a break in United States-Soviet relations; *Reagan*: still saw the Soviets as a great threat to freedom and democracy; realized the necessity of working more closely with the Soviets to assure the security of America and the rest of the world; was careful to examine Soviet actions and determine how genuine or sincere they were in reality)
- Incorporates relevant information from all the documents
- Incorporates substantial relevant outside information (*Kennedy*: American surveillance revealed that the Soviet Union was building nuclear missile sites in Cuba, 90 miles from the United States; the Soviet Union initially refused to back down; for almost two weeks the world teetered on the brink of a nuclear war, and crisis was only averted when he and Khrushchev negotiated a peaceful resolution; Kennedy was effective in securing a peaceful agreement and a withdrawal of the missiles; *Nixon*: extended recognition to the Chinese; first American president to visit the Soviet Union during the Cold War; *Reagan*: believed that under no circumstances should the United States sacrifice its capabilities of defending itself and democratic societies around the world; believed that through advances in his Stars Wars defense technology and increased military spending, he could provide the United States with safety that could be more assuring than treaties)
- Richly supports the theme with many relevant facts, examples, and details (*Kennedy*: he used the navy to blockade weapons shipments to Cuba; *Nixon*: détente, a gradual easing of tensions between the West and the Soviet Union; more cooperation in regards to SALT I and negotiations about the situation in Berlin; by extending the hand of friendship towards the Soviets, he hoped to put into motion trends that could not easily be cast aside; *Reagan*: changed his attitude towards the Soviet Union; accepted Soviet gestures of friendship and loosening of control of their regime; visits were exchanged)
- Demonstrates a logical and clear plan of organization; includes an introduction that states Cold War attitudes were influenced by actions and by periodic crises and a conclusion that discusses the presidents' efforts to resolve differences peacefully first and resort to military force as a distant second

Conclusion: Overall, the response fits the criteria for Level 5. Historical information and document interpretation offer strong support for analytical statements of comparison that are effective and insightful. A good understanding of the influence of specific Cold War events on presidential decision making is evident throughout the discussion.

The Cold War period was a time of great uncertainty, with a constant fear of an impending nuclear war. The United States contained Communism and limited the influence of the Soviet Union. Different presidents across this time period accomplished this by different means. Kennedy in his inaugural address encouraged peace and civility and Nixon stressed peaceful negotiations with the Soviet Union, while Reagan tried to achieve military superiority rather than peaceful diplomacy at least at first.

Kennedy had both a great success and a great failure in foreign policy as president. After the disastrous attempt at trying to overthrow Castro and the communists in Cuba during the Bay of Pigs fiasco, Cold War tensions increased to astronomical levels. As Cuba became more reliant on the Soviet Union for military assistance, the Soviet Union decided to put nuclear missiles in Cuba. The resulting Cuban Missile Crisis made the United States and the Soviet Union realize that nuclear war was becoming a real threat. As a result, Kennedy used different methods—instead of relying on covert CIA operations, Kennedy put more emphasis on peaceful negotiations. He knew that nuclear war would cause untold amounts of damage to both sides, thus his declaration that "total war makes no sense" (doc 3b). The Soviets also acknowledged this, and both sides cooperated to keep the lid on nuclear war (doc 3a). For example, a direct telephone line was installed between the

Krenalin and the White House in the hope of avoiding a misunderstanding that could lead to nuclear war.

Nixon, though an almost complete disaster in domestic affairs (see: Watergate) was very good with foreign policy. By cleverly befriending China, he gave the Soviets incentive to cooperate with the U.S. (doc 4). This brought about breakthrough in the SALT (Strategic Arms Limitations Treaty) treaty and the Berlin negotiations, and helped pave the way for détente. Nixon believed détente would keep the Soviets from further expansion and be a better form of containment. Détente was perhaps his greatest achievement, relaxing tensions between the U.S. and the Soviets and allowing the two sides to work cooperatively for their mutual interests even though they had different beliefs (doc 5).

Though Reagan was more peaceable towards the end of his presidency, he had a somewhat flawed beginning; rather than resume détente and good relations, he once again escalated the arms race with the most expensive peacetime military buildup in American history in an attempt to one-up the Soviet Union. (doc 7) He gave effective anti-Soviet speeches which rallied America's support for his tougher approach. Reagan made up for this hostile approach later by playing nicely with Gorbachev, who was more moderate than his predecessors, even relaxing some of its harsher policies such as economic controls and bringing about greater freedoms of speech (doc 8). With a different kind of Soviet Union,

Anchor Paper – Document–Based Essay—Level 4 – A

Americans felt less threatened. Reagan agreed to discuss arms limitations and by the end of his presidency he had developed a better relationship with the Soviet Union.

Each of the three presidents dealt with the Soviets in their own way.

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

- Develops the task by discussing how the United States dealt with the Soviet Union during the presidencies of John F. Kennedy, Richard Nixon, and Ronald Reagan
- Is both descriptive and analytical (*Kennedy*: the Cuban missile crisis made the United States realize that nuclear war was becoming a real threat; knew that nuclear war would cause untold amounts of damage to both sides, thus his declaration that “total war makes no sense”; *Nixon*: cleverly befriended China and gave the Soviets incentive to cooperate with the United States; helped pave the way for détente; *Reagan*: was more peaceable towards the end of his presidency but had a somewhat flawed beginning; made up for his hostile approach later by playing nicely with Gorbachev who was more moderate than his predecessors; with a different kind of Soviet Union, Americans felt less threatened)
- Incorporates relevant information from all the documents
- Incorporates relevant outside information (*Kennedy*: after the disastrous attempt at trying to overthrow Castro and the communists in Cuba during the Bay of Pigs fiasco, Cold War tensions increased to astronomical levels; Cuba became more reliant on the Soviet Union for military assistance; instead of relying on covert CIA operations, he put more emphasis on peaceful negotiations; a direct telephone line was installed between the Kremlin and the White House in the hope of avoiding a misunderstanding that could lead to a nuclear war; *Nixon*: believed in a global balance of power; believed détente would keep the Soviets from further expansion and be a better form of containment; détente was perhaps his greatest achievement—relaxing tensions between the United States and the Soviets and allowing the two sides to work cooperatively for their mutual interest even though they had different beliefs; *Reagan*: gave effective anti-Soviet speeches which rallied America’s support for his tougher approach)
- Supports the theme with relevant facts, examples, and details (*Kennedy*: both sides cooperated to keep the lid on nuclear war; *Nixon*: breakthrough in SALT and the Berlin negotiations; *Reagan*: rather than resume détente and good relations, he once again escalated the arms race with the most expensive peacetime military buildup in American history in an attempt to one-up the Soviet Union; agreed to discuss arms limitations)
- Demonstrates a logical and clear plan of organization; includes an introduction that states different presidents across this time period accomplished the containing of communism and the limiting of the influence of the Soviet Union and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 4. Evaluative references regarding presidential decision making demonstrate a good understanding of the Cold War period. Further historical interpretation or explanation of document information would have added more depth to the response.

The Cold War was a period of hostility between the US & USSR. Over the span of several decades, many leaders had taken steps to prevent a nuclear war from taking place. Presidents like Kennedy, Nixon, and Reagan each had their own agenda regarding relations with the Soviet Union. However, all of them succeeded in keeping peace with the Soviets, even when tensions were close to the breaking point.

When he took office in the early 1960s, John F. Kennedy established an agenda that did not call for war but one that offered the possibility of peace. He requested, "that both sides begin anew the quest for peace" and although the US should never fear to negotiate it should have a strong military (Doc 1). Even though he wanted to keep the Cold War situation under control his ideals would be tested during the Cuban missile crisis, when he at first chose not to negotiate with Khrushchev. The Soviet Union had placed nuclear warheads on Cuba, only ninety miles away from the US coast. Kennedy decided to quarantine the area (Doc 2) in order to prevent USSR supplies and ships from getting into the area. The military was also preparing for a possible land invasion that might have caused a war with Cuba or Soviet nuclear attack on the US. However, Kennedy and Khrushchev finally came up with an agreement: the Soviet Union would take out missiles from Cuba and the United States would consider taking out their missiles from Turkey and promise not to invade Cuba. Nuclear war would be avoided for the remainder of his term and the climate of the Cold War had been relaxed. Better relations between the two countries was an important result of the Cuban situation.

Like Kennedy, Nixon's agenda was focused on negotiations rather than aggression, but Nixon took his plan a step further with the concept of détente, or the relaxing of tensions with the Soviet Union by improving relations. At the time it seemed like increasing trade with the Soviet Union and slowing the arms race would be better for everyone. He achieved a treaty with the Soviet Union called SALT which limited the number of nukes each country would make during the next several years, and renewed relations with China as a way of trying to control the Soviet Union's actions (Doc 4). Détente was an excellent success as the two superpowers discussed many ideas including economic ties, at the summit meeting in Moscow (Doc 5). Even though it did not result in disarmament, it paved the way for an ending to the Cold War a couple of decades later.

One of the final presidents to become involved in the Cold War was Ronald Reagan. Unlike former president Nixon, Reagan took a more staunch approach in the beginning, as one of the most anti-Soviet presidents since Truman (Doc 7). He authorized the creation of the Strategic Defense Initiative, which was a system to protect the United States from incoming nukes. Even when some of the technology wasn't advanced enough at the time, Reagan always claimed it was close to be completed to intimidate the Soviets. However, as the 2nd term of his presidency came to fruition, he became a much more friendly figure to Russia, as he had the opportunity to see the beginning of change in USSR. There was a

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

successful summit conference in Geneva. The US and the Soviets both began to see that the Cold War might be coming to an end.

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

- Develops the task by discussing how the United States dealt with the Soviet Union during the presidencies of John F. Kennedy, Richard Nixon, and Ronald Reagan
- Is both descriptive and analytical (*Kennedy*: established an agenda that did not call for war but offered the possibility of peace; thought the United States should not fear to negotiate but should have a strong military; even though he wanted to keep the Cold War situation under control, his ideals would be tested during the Cuban missile crisis; better relations between the two countries were an important result of the Cuban situation; *Nixon*: like Kennedy, his agenda was focused on negotiations but he took his plan a step further with détente; at the time, it seemed like increasing trade with the Soviet Union and slowing the arms race would be better for everyone; renewed relations with China as a way of trying to control the Soviet Union's actions; détente was an excellent success as the two superpowers discussed many ideas at the summit meeting in Moscow; *Reagan*: took a more staunch approach in the beginning as one of the most anti-Soviet presidents since Truman; as his second term came to fruition, he became a much more friendly figure to Russia; had the opportunity to see the beginning of change in the USSR; the United States and the Soviets began to see that the Cold War might be coming to an end)
- Incorporates relevant information from documents 1, 2, 4, 5, 7, and 9
- Incorporates relevant outside information (*Kennedy*: at first, he chose not to negotiate with Khrushchev; nuclear warheads only ninety miles from the United States coast; the military was preparing for a possible land invasion that might have caused a war with Cuba or a Soviet nuclear attack on the United States; the Soviet Union would take out missiles from Cuba and the United States would consider taking out their missiles from Turkey and promise not to invade Cuba; *Nixon*: SALT treaty limited the number of nukes each country would make during the next several years; *Reagan*: the Strategic Defense Initiative was a system to protect the United States from incoming nukes; even when some of the technology was not advanced enough, he claimed it was close to being completed to intimidate the Soviets; there was a successful summit conference in Geneva)
- Supports the theme with relevant facts, examples, and details (*Kennedy*: nuclear war avoided for the remainder of his term after the Cuban missile crisis; *Nixon*: détente was the relaxing of tensions with the Soviet Union; *Reagan*: one of the final presidents to become involved in the Cold War)
- Demonstrates a logical and clear plan of organization; includes an introduction that states each president had his own agenda and succeeded in keeping peace even when tensions were close to the breaking point and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 4. A case is made that each president in his dealings with the Soviet Union built on his predecessor's policies and this eventually led to the end of the Cold War. More historical support for the analytical statements included in the discussion would have enhanced the effort.

Shortly after WWII, the United States and the Soviet Union entered into a conflict now known as the Cold War. It is known as such because the war did not involve any direct conflict between US & Soviet forces but was more a war of ideals and policies. The Cold War lasted almost 50 years, plenty long enough for multiple presidents to come and pass. Presidents of this time period sought to deal with the Soviet Union in subtly different, but largely similar, ways. John F. Kennedy sought negotiation after an aggressive early "offensive" action. ~~Then~~ Richard Nixon used mostly negotiation as his foreign policy, finally Reagan was a little more aggressive, building up a massive military and putting billions into defense research, but still he eventually negotiated with the USSR.

JFK became mostly a negotiator, as evidenced by his speech shown in Doc. 3b. He feared for the safety of the world. He fully saw the destructive power of full-on thermonuclear war. Kennedy rightly deduced that it was in the best interest of both nations, the US & the USSR, to reduce this ~~risk~~ risk. Kennedy knew that the world would not be safe until the nuclear tension between the superpowers was gone. This idea is also shown in document 1. In his inaugural speech, ~~the~~ JFK says that both nations are "overburdened by ... modern weapons." He further says that he wants to seek peaceful negotiations. JFK had another way of dealing with the Soviets. In late Oct. 1962, the world stood still as a conflict opened around Cuba. The Soviets were placing missiles on Cuba, some 90 miles from Florida. Kennedy placed a blockade around Cuba to help prevent more Soviet equipment from reaching the island. While not an offensive military invasion of Cuba, it showed that Kennedy was not afraid to stand up for his country. Kennedy had also changed military policy by creating rapid-response teams like the Navy SEALs. Kennedy had already put money into small, covert & special operations units that could strike quickly in the event of an emergency. As a result of the Cuban Crisis, both sides began to reconsider the use of nuclear weapons as a way of dealing with one another.

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

When Nixon became President, he was supposedly in the process of withdrawing from the nightmare of Vietnam. He also believed that a better relationship with China would lead to more success in dealing with the USSR. As seen in Doc. 5, Nixon set up summit meetings between the US & the USSR. These were generally successful. The Moscow conference was considered to be successful for the road to peace and ending the risk of nuclear war. Nixon also told the people of the US and advised future presidents to continue with "our relations with the Soviets, ..." as seen in Doc. 6. Nixon saw the need for the end of the arms race. Faced with the Soviet invasion of Afghanistan, later presidents choose not to follow that advice and détente fell apart.

Ronald Reagan had little interest in a friendly relationship with the USSR. According to Doc. 7, he "entered office as the most emphatically anti-soviet [president] since Harry Truman." Further this document shows that Reagan initiated a hugely expensive military build-up. He also began research on the SDI or Star Wars program. This program involved satellite lasers to engage & destroy nuclear missiles. While it never came to fruition, the idea for it was there. Reagan was similar to Eisenhower in his build-up. Eisenhower's "baby" was his fleet of nuclear capable superbombers. Reagan's: star wars. While his program helped certain parts of the US economy, it strained relations with the Soviets. They were threatened, rightly so, by this new expensive American technology while they were struggling economically. Reagan eventually restarted negotiations. As seen in Doc. 9, Gorbachev states that Reagan tried to encourage peace, especially during his second term, signing treaties to limit nuclear weapons. Reagan also welcomed democratic changes with the USSR. He congratulated Gorbachev on his policies of glasnost & perestroika. But Reagan also called for the destruction of the Berlin Wall, the symbol of the cold war.

The end of the Cold war was marked by the collapse of the USSR which followed

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

the collapse of the Berlin Wall. The end to this stressful conflict was orchestrated by differing policies on the part of the American presidents, including Kennedy, Nixon, and Reagan, and also the Soviet leaders. Through mostly negotiation, with some aggressive action thrown in, the Cold War and the tension of it evaporated into the history books.

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

- Develops the task by discussing how the United States dealt with the Soviet Union during the presidencies of John F. Kennedy, Richard Nixon, and Ronald Reagan
- Is descriptive and analytical (*Kennedy*: saw the destructive power of a full-on thermonuclear war; in the best interest of the United States and the USSR to reduce the risk of war; knew that the world would not be safe until the nuclear tension between the superpowers was gone; while not an offensive military invasion of Cuba, placed a blockade around Cuba to help prevent more Soviet equipment from reaching the island; as a result of the Cuban crisis, both sides began to reconsider the use of nuclear weapons as a way of dealing with one another; *Nixon*: believed a better relationship with China would lead to more success in dealing with the USSR; *Reagan*: built up a massive military and put billions into defense research but still eventually negotiated with the USSR; had little interest in a friendly relationship with the USSR and détente fell apart)
- Incorporates relevant information from documents 1, 2, 3, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Kennedy*: missiles in Cuba some 90 miles from Florida; had changed military policy by creating rapid response teams; began putting money into small covert special operation units, such as Navy SEALs, that could strike quickly in the event of an emergency; *Nixon*: in the process of withdrawing from the nightmare of Vietnam; *Reagan*: Strategic Defense Initiative or Star Wars program never came to fruition; welcomed democratic changes within the USSR such as glasnost and perestroika; the end of the Cold War was marked by the collapse of the Berlin Wall and the USSR)
- Supports the theme with relevant facts, examples, and details (*Kennedy*: in 1962, the world stood still as a conflict opened around Cuba; *Nixon*: summit meetings between the United States and the USSR were generally successful; the Moscow conference was considered to be successful in ending the risk of nuclear war; need for the end of the arms race; *Reagan*: encouraged peace during his second term by signing treaties to limit nuclear weapons; called for the destruction of the Berlin Wall, the symbol of the Cold War)
- Demonstrates a logical and clear plan of organization; includes an introduction that defines the Cold War as a war of ideals and policies rather than direct conflict and a conclusion that states the end to this stressful conflict was orchestrated by differing policies on the part of American presidents

Conclusion: Overall, the response fits the criteria for Level 4. While good information is presented and provides factual support for historical comparisons, it lacks explanation which would add substance to the assessment of United States-Soviet relations.

The cold war, which lasted for almost half a century had many changing tensions between the United States and the Soviet Union. A peace agreement could turn into the brink of an all out war in a matter of minutes. Three crucial presidents of this time period: John F. Kennedy, Richard Nixon, and Ronald Reagan each acted for the best interest of the United States in the areas of foreign policy and negotiations. These three presidents all had many methods that kept the United States out of which seemed to be an inevitable nuclear war.

When Kennedy was sworn in as President of the United States he faced possibly the closest event to a nuclear war. Once Kennedy's "Bay of Pigs" invasion failed to overthrow Castro in the communist nation Cuba it greatly angered Cuba and the Soviet Union. To feel more protected missile bases were created in Cuba by the Soviet Union and were aimed directly at the United States. Kennedy took action and placed a blockade in front of Cuba to prevent the arrival of more missiles (Document 2). Though Kennedy might have used force to stop the Soviet Union he was not interested in fighting a nuclear war with them. Both Kennedy and ~~Khrushchev~~ Khrushchev wanted to address and prevent the possibility of nuclear war especially after the missile crisis (Document 3a). With both the United States and Soviet Union in agreement with this issue more negotiations took place to limit nuclear weapons and promote a more peaceful relationship (Document 3b).

As relations were improved during Kennedy's presidency, Nixon continued to negotiate with the Soviet to decrease tensions even further. Nixon decided to become more friendly with China. The U.S. began trading and talking with China and the Soviet Union became more cooperative with us out of fear of being left out (Document 4). This eventually led to negotiations about Berlin. Negotiations continued in Moscow and a more positive relationship called détente developed with the Soviet Union resulting in more trading with the United States (Document 5). This was a breakthrough in Nixon's foreign policy and many were in disbelief of these events occurring. A conclusion to the cold war was looking very possible.

Unlike Kennedy and Nixon, Reagan seemed more against the Soviet Union (Document 7). Reagan continued a peace time arms race and created the Strategic Defense Initiative because being stronger than the Soviets would give the United States the upper hand. His ideal was not to create military equilibrium. Instead he wanted the Soviet Union to feel threatened by a greater world power - the United States. Reagan's attitude towards the Soviet Union changed during his presidency however, and he became less hostile. A new Soviet leader Gorbachev reached out to the United States and wanted to improve his country's relationship with the United States. Gorbachev explained Reagan's change of heart during his second term.

(Document 9). Reagan and Gorbachev finally made a peace agreement in 1987 to further reduce nuclear missiles in Europe and came closer to putting an end to the Cold War. Many were surprised to see a leader who was ~~also~~ against the Soviet's government eventually be the one to help end the Arms race.

Tensions of United States and Soviet Union relations during the Cold War were very dramatic. Presidents Kennedy, Nixon, and Reagan each had their own way of dealing with their negotiations. Though their methods and beliefs were ~~different~~ each was successful in preventing an all out nuclear war.

Anchor Level 3-A

The response:

- Develops the task with some depth
- Is more descriptive than analytical (*Kennedy*: faced possibly the closest event to a nuclear war; might have used force to stop the Soviet Union, but he was not interested in fighting a nuclear war with them; more negotiations took place to limit nuclear weapons and promote a more peaceful relationship; *Nixon*: to decrease tensions even further, he decided to become friendly with China; the United States began trading and talking with China, and the Soviet Union became more cooperative with us out of fear of being left out; negotiations continued in Moscow and a more positive relationship called détente developed with the Soviet Union resulting in more trade, a breakthrough in his foreign policy; *Reagan*: unlike Kennedy and Nixon, he seemed more against the Soviet Union; being stronger than the Soviets would give us the upper hand; many were surprised to see a leader who was so against the Soviet government eventually be the one to help end the arms race)
- Incorporates some relevant information from documents 2, 3, 4, 5, 7, and 9
- Incorporates limited relevant outside information (*Kennedy*: Bay of Pigs invasion failed to overthrow Castro and greatly angered Cuba and the Soviet Union; *Reagan*: he and Gorbachev came closer to putting an end to the Cold War)
- Includes some relevant facts, examples, and details (*Kennedy*: took action and placed a blockade in front of Cuba to prevent the arrival of more missiles; relations improved during his presidency; both he and Khrushchev wanted to address and prevent the possibility of nuclear war especially after the missile crisis; *Nixon*: eventually led to negotiations about Berlin; *Reagan*: continued a peacetime arms race and created the Strategic Defense Initiative; his ideal was not to create military equilibrium; attitude towards the Soviet Union changed during his presidency and he became less hostile; he and Gorbachev further reduced nuclear missiles in Europe)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that mentions the dramatic and changing tensions between the United States and the Soviet Union that were dealt with through different methods

Conclusion: Overall, the response fits the criteria for Level 3. A chronology of the Kennedy presidency sets the stage for what becomes a discussion of generally improved relations with the Soviet Union during the Nixon and Reagan administrations. While a reliance on document information prevails in the sections on Nixon and Reagan, concluding analytical statements are effective.

The Cold War represented a tense and tumultuous period in American history. The threat of communism inspired fierce policies of containment and brinkmanship. However, the Presidencies of John F. Kennedy, Richard Nixon and Ronald Reagan all represented periods where the dynamics of the Cold War changed drastically.

President Kennedy's youthful vibrance and hopeful campaign promises helped inspire a generation of Americans to the idea that peace is possible. In his Inaugural Address on January 20, 1961, President Kennedy vowed to work for peace with the Soviet Union to avoid almost certain destruction (Document 1). Kennedy's efforts focused on the youth of America, and their potential to spread support for this idea around the world. The Peace Corps, established under the Kennedy administration help send America's talented youth abroad in an effort to spread American democratic ideals and skills. In spite of Kennedy's efforts to encourage peace in his Inaugural Address, the Cold War flared up again during the Cuban Missile Crisis of 1962 (Document 2). This crisis of 13 days marked the closest point in the entire Cold War that the US and USSR came to a global nuclear war. Destruction of both sides seemed inescapable until the Soviets agreed to dismantle their missile sites in Cuba. Not being afraid to negotiate and learning lessons from the dangerous missile crisis, Kennedy ~~became~~ became more interested in slowing the arms race (Document 3).

Although Richard Nixon is best remembered for his infamous involvement in the Watergate Scandal, he also made major contributions to the relaxation of the Cold War. What Nixon

lacked in domestic policies, he made up for in foreign policy finesse. President Nixon's relations with China helped to spark better relations with the Soviet Union. US relations with China made the Soviets fearful of having an enemy right next door, thus triggering an improvement of US-USSR relations (Document 4). Nixon's policy of détente represented a movement toward more open and relaxed relations with the Soviet Union. Détente was almost entirely responsible for the opening up new talks with the Soviet Union about trade and science (Document 5).

Perhaps the President most closely related to the end of the Cold War, Ronald Reagan took major steps to ensure better relations with the Soviet Union, especially in his second term. Reagan's first term as President was marked with foreign policies that emphasized a need to defeat the Soviet Union. In spite of preaching a balanced and conservative federal budget during the campaign, Reagan increased the budget deficit and grew federal spending. As president, Reagan set up the largest and most expensive buildup of military troops in peacetime ever seen in the United States (Document 7). President Reagan's second term, however, focused on establishing more open and accepting policies toward the Soviets. Inspired by Gorbachev's new policies of perestroika and glasnost, which allowed for some freedom of speech and some capitalist economic elements, Reagan changed his long-standing anti-Soviet attitude. In his second term, Reagan focused on peacemaking through negotiations at summits that limited

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

nuclear weapons and helped end the Cold War (Document 9).

The Cold War was a trying time in American history, marked by ups and downs in relations with the Soviet Union. Presidents Kennedy, Nixon and Reagan all dealt with the issues of the Cold War differently, but all held peace as their highest goal in the end.

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

- Develops some aspects of the task with some depth and others with little depth
- Is more descriptive than analytical (*Kennedy*: vowed to work for peace with the Soviet Union to avoid almost certain destruction; *Nixon*: United States relations with China made the Soviets fearful of having an enemy right next door, thus triggering an improvement of United States-USSR relations; détente was almost entirely responsible for the opening up of new talks with the Soviet Union about trade and science; *Reagan*: the president most closely related to the end of the Cold War; first term as president was marked with foreign policies that emphasized a need to defeat the Soviet Union; second term focused on establishing more open and accepting policies towards the Soviets)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, 7, 8, and 9
- Incorporates limited relevant outside information (*Kennedy*: efforts for peace focused on the youth of America and their potential to spread support for this idea around the world; established the Peace Corps in an effort to spread American democratic ideals and skills; the Cuban missile crisis marked the closest point in the entire Cold War that the United States and the USSR came to a global nuclear war; destruction of both sides seemed inescapable until the Soviets agreed to dismantle their missile sites in Cuba and the United States promised not to invade Cuba; *Reagan*: in spite of preaching a balanced and conservative federal budget during the campaign, he set up the largest and most expensive buildup of military troops in peacetime; inspired by Gorbachev's new policies of perestroika and glasnost, which allowed for some freedom of speech and some capitalist economic elements; helped end the Cold War)
- Includes some relevant facts, examples, and details (*Kennedy*: in spite of his efforts to encourage peace, the Cold War flared up during the Cuban missile crisis; *Nixon*: détente represented a movement toward more open and relaxed relations with the Soviet Union; *Reagan*: focused on peacemaking through negotiations at summits that limited nuclear weapons in his second term)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Some relevant outside information concerning the role of the Peace Corps supplements a brief explanation of Kennedy's dealings with the Soviet Union during the Cuban missile crisis. Although the Nixon discussion is weaker and is document driven, the discussion of Reagan's relations with the Soviet Union includes some good historical references and analytical conclusions.

The Cold War was a time of containment for the U.S. The spread of communism after WWII was a major threat and had to be contained. One major country that wanted to spread communism was the Soviet Union. United States presidents, John F. Kennedy, Richard Nixon, and Ronald Reagan all had to deal with the Soviet Union and each did so differently.

First, John F. Kennedy, faced the threats of spreading communism into Latin America in his presidency. The Cuban Missile crisis of the 1960s scared the U.S. Russian missiles were put on the Cuban island by the Soviet Union which threatened the U.S. (Doc 2) Kennedy stood up to the Soviet Union and dealt with this crisis by creating a blockade of U.S. ships to stop Soviet ships from reaching Cuba. Another way Kennedy tried to deal with the Soviet Union was to work for a peaceful ending which is why he continued to negotiate. Kennedy had threatened to use force if the Soviets didn't remove the missiles. This showed that Kennedy was willing to make peace with the Soviet Union as long as they agreed with his terms and they did. Even after the missile crisis the U.S. and the Soviets continued in an arms race to build nuclear weapons. (doc 3a) However, Kennedy was not looking for a nuclear war, all he wanted to do was make peace with the Soviet Union and end threats of war. Clearly, Kennedy was reasonable and willing to further negotiate to make peace with the communist Soviet Union even

though they were very different from the democratic U.S. (doc 3b)

Richard Nixon had some similar ideas to Kennedy. Nixon agreed to a summit meeting between the Soviet Union and the U.S. to negotiate better relations. (doc 4) Nixon believed if the U.S. could become friendlier with China then the Soviets would want to make peace with the U.S. This plan worked and the U.S. and Soviet Union made advances in the SALT talks and Berlin negotiations. Another reason Nixon wanted to maintain negotiations with the Soviets was to keep away from nuclear warfare. (Doc 6) By keeping peaceful negotiations with the Soviets it minimized the chances of nuclear war. The major part of Nixon's dealings with the Soviet Union was that through his negotiations he helped change world diplomacy. (Doc 5) The strategy was to stress mutual self-interest with the Soviets in hope of making peace by promoting trade and exchanging health information and scientific ideas. All in all, Nixon was similar to Kennedy because he wanted to maintain peace with the Soviet Union as well as stop communism from spreading.

Ronald Reagan was in some ways different from Nixon and Kennedy. Reagan was very anti-Soviet in his first term as president. At first Reagan wanted to end the nuclear stalemate with the Soviets with the Strategic Defense Initiative. (Doc 7) With this Reagan wanted to win the arms race over the Soviets and create a bigger military to scare the Soviets into believing

the U.S. would go to war. Also Reagan believed that the Soviets needed to reform their government. Reagan hoped they would continue to permit some economic enterprises to be free from state control. (Doc 8) As Gorbachev began to reform the Soviet Union through a policy of glasnost, Reagan became more hopeful and less anti-Soviet. Reagan believed the Soviets could make a big move toward world peace by tearing down the Berlin Wall which was true because the tearing down of the wall marked the beginning of the end to the Cold War. Reagan changed in his second term of office, He was said to have "understood that it is the peacemakers, above all, who earn a place in history," (doc 9) This showed that Reagan wasn't so much anti-soviet anymore but he wanted to make peace with the Soviets. Reagan was at first very strict and didn't trust the Soviet Union but realized that with changing circumstances the U.S. and Soviets could make peace and live together in harmony.

John F. Kennedy, Richard Nixon, and Ronald Reagan all had different beliefs in order to stop the communist Soviet Union. However, each president did their part in securing the welfare of the United States and creating peace between these rival countries.

Anchor Level 3-C

The response:

- Develops the task with little depth
- Is both descriptive and analytical (*Kennedy*: faced the threat of spreading communism into Latin America during his presidency; the Cuban missile crisis of the 1960s scared the United States; was willing to make peace with the Soviet Union as long as they agreed with his terms and they did; was not looking for a nuclear war, rather he wanted to end threats of war; *Nixon*: believed if the United States could become friendlier with China then the Soviets would want to make peace with the United States; wanted to maintain negotiations with the Soviets to keep away from nuclear warfare; strategy was to stress mutual self-interest with the Soviets in the hope of making peace by promoting the exchange of health and scientific ideas; helped change world diplomacy; *Reagan*: wanted to win the arms race over the Soviets and create a bigger military to scare the Soviets; hoped the Soviets would continue to permit some economic enterprises to be free from state control; believed the Soviets could make a big move towards world peace by tearing down the Berlin Wall; at first did not trust the Soviet Union but realized with changing circumstances, the United States and Soviets could live in peace)
- Incorporates some relevant information from all the documents
- Incorporates limited relevant outside information (*Kennedy*: stood up to the Soviet Union; threatened to use force if the Soviets did not remove the missiles; *Reagan*: Gorbachev began to reform the Soviet Union through a policy of glasnost; the tearing down of the Berlin Wall marked the beginning of the end of the Cold War)
- Includes some relevant facts, examples, and details (*Kennedy*: continued to negotiate; *Nixon*: agreed to a summit meeting between the Soviet Union and the United States; the United States and the Soviet Union made advances in the SALT talks and Berlin negotiations; *Reagan*: wanted to end the nuclear stalemate with the Soviets with the Strategic Defense Initiative)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response demonstrates both Kennedy's and Nixon's desire for peace and the containment of communism. The inclusion of additional supporting facts and details would have made the Reagan discussion more effective.

During the Cold War, many U.S. presidents were forced to make decisions concerning US security from the Soviet Union. Though many of these decisions were, and still are, very controversial, they helped maintain peace between the U.S. and the U.S.S.R.

John F. Kennedy set a precedence of ~~strong~~ ~~opposition to the policies of the USSR~~ finding common ground in problems the U.S. may have with the Soviet Union. ~~His argument~~ In his 1961 Inaugural Address, he urged U.S. enemies to start over, to find common ground (Document 1). Kennedy was not afraid to be aggressive in his disapproval of Soviet policies ~~though~~ ^{through}. This is clear in his response to the Cuban Missile Crisis, in which he ordered a Quarantine line of 13 Navy Destroyers, surrounding much of the Caribbean (Document 2).

Nixon went much further with ~~the~~ negotiating with the Soviet Union though. He met with Soviet leaders in Moscow, to move negotiations further toward détente (Document 5). Nixon saw that without negotiations, the US and USSR would be well on their way towards an out of control nuclear arms race (Document 6).

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

Ronald Reagan was far more confrontational than his predecessors in dealing with the USSR. Soon after he took office, he had one of the largest peacetime military buildups in American history organized (Document 7). Reagan also called out President Gorbachev, saying that if he truly sought peace, he should come tear down the Berlin Wall (Document 8). Though many U.S. policies ~~are~~ during this time are very controversial, and are looked down upon by many, they helped keep the world safe, in avoiding nuclear ~~the~~ war.

Anchor Level 2-A

The response:

- Minimally develops the task
- Is primarily descriptive (*Kennedy*: set a precedent of finding common ground in problems the United States might have with the Soviet Union; not afraid to be aggressive in his disapproval of Soviet policies which was clear in his response to the Cuban missile crisis; *Nixon*: without negotiations, the United States and the Soviet Union would be well on their way toward an out-of-control nuclear arms race; *Reagan*: more confrontational in dealing with the USSR)
- Incorporates limited relevant information from documents 1, 2, 5, 6, 7, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Kennedy*: ordered a quarantine line of 13 navy destroyers surrounding much of the Caribbean; *Nixon*: met with Soviet leaders in Moscow to move negotiations further toward détente; *Reagan*: one of the largest peacetime military buildups in American history; called out President Gorbachev, saying if he truly sought peace, he should tear down the Berlin Wall)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that state while the decisions of three presidents were controversial, they helped maintain peace and avoid nuclear war

Conclusion: Overall, the response fits the criteria for Level 2. The comparative statements which introduce each president's dealings with the Soviet Union are good, but supporting information is limited. Accurate information is taken from the documents but is presented in isolation without sufficient development.

During the Cold War, each U.S. president dealt with the Soviet Union a little differently from the others.

Kennedy's tactics were to improve negotiations with the U.S.S.R. like he said in his inaugural address from Doc 1. Although he wanted to negotiate, he was also ready to deploy troops like he did in the Cuban missile crisis, he didn't deploy them, but troops quarantined Cuba and were ready to invade. Kennedy asked the Soviet Union to help and disarm nuclear weapons because it was "in everyone's interest to seek genuine peace and halt the arms race" (Doc 3b).

Richard Nixon's tactic during the Cold War was to talk with China and become friends with them, in turn,

this would make Russia jealous and want to open talks with the U.S as well. His tactics worked and led to a successful breakthrough on the SALT treaty, and Berlin negotiations (Doc 4). Nixon also used a policy of detente to open economic relations with the Russians

Ronald Reagan used the largest military peacetime buildup to step up the competition as stated in Doc 7. He also dared Gorbachev to give back freedoms to the Russian citizens and Gorbachev listened and followed him on his dares.

Each President, Kennedy, Reagan and Nixon had their own ways of dealing with the Soviet Union, and each was highly successful.

Anchor Level 2-B

The response:

- Minimally develops the task
- Is primarily descriptive (*Kennedy*: his tactics were to improve negotiations with the USSR; asked the Soviet Union to disarm nuclear weapons because it was in everyone's interest to seek genuine peace and halt the arms race; *Nixon*: his tactic was to talk with China and become friends with them which would make Russia jealous and want to open talks with the United States); includes weak application of information from document 8
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, and 7
- Presents little relevant outside information (*Kennedy*: did not deploy troops in the Cuban missile crisis but was ready to invade)
- Includes few relevant facts, examples, and details (*Kennedy*: troops quarantined Cuba; *Nixon*: successful breakthrough on the SALT treaty and Berlin negotiations; used a policy of détente to open economic relations with Russia; *Reagan*: largest military peacetime buildup to step up competition)
- Demonstrates a general plan of organization; includes a brief introduction and conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Generally accurate document information regarding presidential dealings with the Soviet Union is chosen to develop the task; however, the transitions needed for an even discussion are missing.

Many of the U.S.'s ~~attitudes~~ attitudes and policies toward a war were altered by the Cold War. ~~The~~ The U.S.'s relationship with the Soviet Union has drastically changed over time, despite the fact that the two superpowers were once on the brink of war. Throughout its long timespan, Presidents John F. Kennedy, Richard Nixon, and Ronald Reagan all attempted to alleviate the country's stress by forming new policies and organizations. ~~President~~ President John F. Kennedy was one of the three presidents who was forced to deal with the Cold War during his administration. According to him, the most effective way to deal with ~~the~~ matters was to send a request for peace (Document 1). The country's Cold War enemies should be confronted with peace offers instead of threats to violence. Another issue Kennedy dealt with was the nuclear arms race. It was clear that both ~~the~~ countries were at the brink of war with one another, and with both superpowers beholding deathly powerful nuclear weapons, ~~it could get~~ the ~~dangerous~~ situation was extremely dangerous (Document 3a). Kennedy advised the people that

"total war makes no sense" and that their best policy to follow at that time was to prevent the outbreak of full scale war that could potentially end with the destruction of whole nations (Document 3b) Kennedy's peaceful attitudes won him popularity and helped keep the U.S. out of war with the Soviet Union.

A second President faced with Cold War issues was Richard Nixon. Nixon's administration was cut short, as he eventually resigned, but he did express ideas throughout his time. Similar to Kennedy, one of his primary goals was to prevent the eruption of a nuclear war. ~~He did this by~~ He did this by urging the nation to continue negotiations with the Soviet Union (Document 6). ~~He~~ During his time, the two superpowers had not been confronted with brinkmanship.

A third President who dealt with issues of the Cold War was Ronald Reagan. Coming into office, his original attitudes were of a very strong anti-communism. He wanted to restore American ~~self~~ self-confidence by

stepping up competition in areas where the U.S.-Soviet rivalry was the greatest. He did this by creating the Strategic Defense Initiative, which attempted to eliminate the nuclear threat to both superpowers and surrounding nations (Document 7). It was clear by the end of his presidency, that Reagan transitioned from a strong anti-communist with hatred of the Soviet Union, to a more peacekeeping, hopeful attitude of restoration (Document 9).

Lastly, three presidents who dealt with the complicated matters of the Cold War were John F. Kennedy, Richard Nixon, and Ronald Reagan. All three presidents were successful in that a nuclear war was prevented. This is significant today because it is important to recognize events in the past to help influence the future of the United States.

Anchor Level 2-C

The response:

- Minimally develops the task
- Is primarily descriptive (*Kennedy*: country's Cold War enemies should be confronted with peace offers instead of threats of violence; with both superpowers holding deathly powerful nuclear weapons, the situation was extremely dangerous; best policy to follow at the time was to prevent the outbreak of a full scale war that could potentially end with the destruction of whole nations; peaceful attitudes helped keep the United States out of war with the Soviet Union; *Reagan*: by the end of his presidency, he transitioned from a strong anticommunist with hatred of the Soviet Union to a more peacekeeping hopeful attitude)
- Incorporates limited relevant information from documents 1, 3, 6, 7, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Kennedy*: total war made no sense; the United States and the Soviet Union were at the brink of war with one another; *Nixon*: one of his primary goals was to prevent the eruption of a nuclear war by urging the nation to continue negotiations; *Reagan*: wanted to restore American self-confidence by stepping up competition in areas where the rivalry was the greatest)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. Limited document information is used in an attempt to draw attention to the efforts of the three presidents in keeping the United States out of nuclear war. A weak explanation of the purpose of the Strategic Defense Initiative indicates some confusion about Reagan's decision to step up competition and offers an ambiguous transition to Reagan's second term.

During the Cold War, world events and changing attitudes influenced the way that United States presidents dealt with the Soviet Union. Presidents John F. Kennedy, Richard Nixon, and Ronald Reagan each used various foreign policy approaches in dealing with the Soviet Union.

Each president dealt with the Soviet Union well. President ~~John~~ John F. Kennedy, as stated in Document 1, wanted both sides to explore what problems unite them instead of belabouring those problems which divide them. ~~Document~~ Document 3 states that JFK wanted peace; he believed that total war makes no sense. President Richard Nixon made a ~~policy~~ policy to change relations with the Soviet Union. There was a breakthrough on SALT and on the Berlin negotiations, as ~~stated~~ stated in Document 4. He wanted to continue to make progress toward limiting arms and wanted to avoid confrontations. President Ronald Reagan

wanted there to be peace and freedom between the two, as stated in Document 8. During his second presidency his attitude changed, he emphasized a different set of goals, stated in Document 9. As ~~one~~ can see All three presidents set goals and wanted there to be peace between the United States and the Soviet Union

Anchor Level 1-A

The response:

- Minimally develops the task
- Is descriptive (*Kennedy*: wanted both sides to explore what problems unite them instead of belaboring those problems which divide them; believed that total war makes no sense; *Nixon*: wanted to continue to make progress towards limiting arms and wanted to avoid confrontations; *Reagan*: wanted there to be peace and freedom between the two)
- Includes minimal information from documents 1, 3, 4, 8, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Kennedy*: wanted peace; *Nixon*: breakthrough on SALT and on the Berlin negotiations; *Reagan*: during his second presidency, he emphasized a different set of goals)
- Demonstrates a general plan of organization; copies the historical context for an introduction and concludes with a brief statement

Conclusion: Overall, the response fits the criteria for Level 1. Lack of explanation and few details indicate a very limited understanding of the task. Vague statements from documents 8 and 9 provide little information about Reagan's dealings with the Soviet Union.

During the Cold War Kennedy, Nixon, and Reagan handled the situation differently. They each had their own plan for the reform and they had their own opinions of the Soviets.

In document 2 you can see how Kennedy approached the thought of a blockade of Cuba to prevent nuclear weapons from being brought to Cuba.

In document 6 you can see Nixon tries to work on a limit of the current arms race and prevent an all out nuclear war.

He works to have good relations with the Soviets.

In document 7 you see Reagan attempts to prevent the same actions during the cold war by initiating the Strategic defense initiative. All three presidents try

Anchor Paper – Document–Based Essay—Level 1 – B

their best to help
relations between the United States
and the Soviets.

Anchor Level 1-B

The response:

- Minimally develops the task
- Is descriptive (*Kennedy*: approached the thought of a blockade of Cuba to prevent nuclear weapons from being brought to Cuba; *Nixon*: tried to prevent an all out nuclear war; worked to have good relations with the Soviets)
- Includes minimal information from documents 2, 6, and 7
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Nixon*: tried to work on a limit of the current arms race; *Reagan*: initiated the Strategic Defense Initiative)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a concluding statement

Conclusion: Overall, the response fits the criteria for Level 1. A basic approach to the task is demonstrated through the inclusion of brief statements copied from the documents about each of three presidents. The reference to the Strategic Defense Initiative adds little to the explanation of Reagan's dealings with the Soviet Union.

During the cold war the United States' presidents had dealt with the Soviet Union differently from each other. World events and changing attitudes influenced the foreign policies the presidents had used in dealing with the Soviet Union. Although their policies were different Kennedy, Nixon and Reagan, all three presidents seek peace over war.

Kennedy's policies towards the Soviet Union was to try to negotiate over issues with words rather than weapons. (Doc.1) Kennedy knows the dangers of nuclear weapons and the potential destructions nuclear war holds. In 1962 the Soviet Union was shipping nuclear weapons to Cuba when Kennedy was confronted with this issue, he ordered the Navy to blockade Cuba and to prevent any further weapon materials being shipped into Cuba. (Doc.2) Some thought the world was on the verge of destruction. Both nations came extremely close to launching their missile but the Soviets finally gave in. Both nations realized what might have happened and came together and negotiated out of the crisis. When it was over Kennedy wanted to limit the use of nuclear weapons. (Doc.3a)

Nixon's policies towards the Soviet Union were positive. He wished to improve our relationship with the Soviet Union and continue to negotiate. Nixon open the doors between ~~them~~^{China} and the United States in hopes to build a better relationship of détente with the Soviet Union. (Doc.4) He also wanted to continue to negotiate strategic arms limitations that would reduce the number of long-range missiles. Even though they cannot totally accept each other

compromise and tolerance was necessary for the survivability of both nations. (Doc 5)

In his first term Reagan's policies were very anti communist and he moved further away from détente. Reagan also orchestrated the most expensive military build up during peace time (Doc 7) He was not interested in arms control talks and the Cold War continued. His policies later changed to less anti-communist because he understood peacemakers were the ones who earned a place in history (Doc 9) As people became worried about a nuclear war and a new Soviet leader came to power Reagan became more interested in talking to the Soviets. As a result summits were held and missiles were reduced. He also demanded the Soviets tear down the wall between East and West Berlin (Doc 8).

All three presidents had different policies during their terms due to world events and influence. Even though their policies were different they promoted peace and negotiation with words.

Document-Based Essay—Practice Paper – B

During the Cold War, world events and changing attitudes influenced the way that United States presidents dealt with the Soviet Union. Presidents John F. Kennedy, Richard Nixon, and Ronald Reagan each used various foreign policy approaches in dealing with the Soviet Union.

Since the beginning of his presidency, John F. Kennedy believed that peace with and easing the Soviet Union was possible. In his inaugural speech, on January 20, 1961, Kennedy addressed the American people in his quest for peace and reminded them that the two Super Powers should explore the problems that unite them rather than dwell on the problems that divide them. However, "the dark powers of destruction" still remained. (Document 1).

Nuclear war became more of a threat during the early 1960's. The United States and the Soviet Union had been in an arms race since World War II. American officials fear of the Soviet Union increased because of their technological advances during this time period, ^{starting} ~~starting~~ with the launch of Sputnik in 1957. They feared the Soviet Union would send nuclear missiles into space then drop from space onto United States territory. Neither side wanted a nuclear war, but each side was willing to do whatever was necessary to maintain its security. In November of 1962 President Kennedy and Khrushchev both began making attempts towards peace and away from nuclear war after the Cuban Missile Crisis almost resulted in a nuclear war. (Documents 2 and 3a). Months before Kennedy's assassination, he had proclaimed that the United States and its allies along with the Soviet Union and its allies should work together to achieve a just and genuine peace. His address encouraged Americans to think differently about United States - Soviet relations and started us on the road to halting the arms race (Document 3b).

Document-Based Essay — Practice Paper — B

During the Presidency of Richard M. Nixon, new relationships were created and others were changed as a result of his foreign policies. Nixon hoped for a better relationship with the Soviet Union when he sent Henry Kissinger on a secret trip to China, because a new relationship with the Chinese could make Russian nervous. This trip led to a summit meeting with the Soviet Union. This summit meeting was extremely important. The meeting could change world diplomacy by leading to important improvements in United States - Soviet relations maybe world peace. (Documents 4 and 5)

Nixon was successful in his negotiation attempts with the Soviet Union. He had many reasons as to why he wanted to continue détente, but ~~one~~^{one} of the most important was that Nixon wanted to continue to make progress towards limiting arms, toward avoiding confrontations which might explode into war, and negotiations for reduction of forces in Europe. To go back to the early days of the Cold War was too dangerous. (Document 6)

Like the presidents before him, Ronald Reagan also continued to make negotiations with the Soviet Union. But unlike the others, Reagan was successful in areas that the others before him were not because of his insistence on a big military build up and a Star Wars defense system. (Document 6) The Soviet Union had begun political and economic reforms but Reagan wanted to know if they truly were in a state of peace and change. He ordered General Secretary Gorbachev to ~~tear~~^{tear} down the wall, the Berlin wall, creating peace and freedom between East Germany and West Germany. He did this to test the Soviets commitment to changing its harsh Communist ways. (Document 8). Reagan's pro-traditional values for the United States caused him to be optimistic during his first

Document-Based Essay—Practice Paper – B

Presidential term but not when it came to the Soviet Union. But during his second term he changed. He emphasized a different set of goals, becoming more of a peacemaker between the United States and the Soviet Union. (Document 9)

Throughout the decades following the Second World War, the United States and the Soviet Union ^{have} had conflicting differences, most contributing to the constant threat of war and even nuclear war. But, through the negotiations and peace treaties developed by Presidents John F. Kennedy, Richard M. Nixon, Ronald Reagan, the United States has maintained more of an equilibrium or state of balance between themselves and the Soviet Union causing both sides to be more cautious for the good of the world.

During the Cold War, world events and changing attitudes influenced the way that United States Presidents dealt with the Soviet Union. Presidents John F. Kennedy, Richard Nixon, and Ronald Reagan each used various foreign policy approaches in dealing with the Soviet Union.

All of these presidents used ~~some~~ a different approach towards the Soviet Union, but all of them tried to make relations better in the end. John F. Kennedy and Richard Nixon tried to make peace, and negotiate with them. John F. Kennedy set up a quarantine during the Cuban Missile Crisis and tried negotiating with the Soviet Union to make everything more peaceful. (Doc #2) JFK spoke for peace, in the Commencement Address at American University in Washington DC, & he said that a total war would make no sense, so he continued to negotiate and try to find a better way of settling our differences. (Doc #3)

Richard Nixon had a very similar approach. He felt we needed to continue to negotiate because if we didn't and went to war, unnecessary deaths will occur from both sides and we don't want that. (Doc #6)

However, Ronald Reagan had a very different approach. He tried to "show them up," and build an army

Document-Based Essay—Practice Paper – C

That is bigger, better, and stronger than theirs. (Doc #7)
He made powerful speeches, and called out in General Secretary of the Soviet Union Mikhail Gorbachev. He said to "Come here to the Gate, tear down this wall!" (Doc #8).
He used a more forceful approach but in the end peace came out of it.

All three presidents used different tactics, but in the end, peace was made, and those countries were no longer a threat to each other.

Document-Based Essay—Practice Paper – D

In this essay I will tell you how the presidents during the Cold War dealt with the Soviet Union.

I will start with president John F. Kennedy. He dealt with matters in an Anti-War kind of way as shown in Document 3a. Kennedy wanted the end of the threat nuclear weapons posed. He wanted to avoid a nuclear disaster spreading across the globe but at the same time wanted to stay out of direct dealings with the Soviet Union.

The next president I want to talk about is Richard Nixon's dealings with the Soviet Union. Nixon handled the problems differently. He believed we should put our differences aside and befriend the Soviets, as shown in document Seven. He sought out treaties and deals to slow down the Arms race.

The last president of the Cold War era that I would like to discuss is Ronald Reagan. At the beginning of his presidency he did not want to have any part with the Soviets. As he continued into his second term, as shown in document nine he began to act differently. He began slowing down the production of war goods and nuclear weapons. Shortly after the U.S. and the Soviets met and officially finished the building up of Arms (Arms Race).

That is how the three presidents during the Cold War dealt with the Soviet Union.

During the Cold War the United States and Soviet relationship was like a roller coaster. One moment it's an arms race, the next it's an arms reduction. Another moment there's short peace, the next it's the possibility of war. What causes these ups and downs? It's the presidents and the leaders of the Soviet Union because they are the people behind the decisions, the negotiations, and ultimately the fate of the world.

First up, there was John F. Kennedy. Kennedy was a brave president. He went face to face with Khrushchev and nuclear war with the Soviet Union and the world came out in one piece. (Doc 3a) The event was known as the Cuban Missile Crisis. The Soviet Union placed nuclear missiles in Cuba just 90 miles off the coast of Florida and U.S. soil. It was a scary time in which there seemed like no decision would be the right way to handle it. Should the U.S. attack Cuba first before the Soviets could react? Should the U.S. wait like a sitting duck for an attack? Either way might bring about a bad end for the world. But out of the darkness comes a streak of hope as Kennedy did the bravest most nerve wracking thing he could do.

The navy set up a blockade of Cuba and we had to wait to see if the Soviet Union would cross it. (Doc 2) The waiting paid off because negotiations were made and in exchange for the Soviets removing their missiles from Cuba the U.S. would not attack Cuba and promised to remove its missiles from Turkey. Potential nuclear war avoided.

Next up: Nixon. During Nixon's term in office he was determined to manipulate the playing field so that the Soviets would want to have a better relationship with the United States. How he did this was he approached China. He knew China would become a powerful country and it would be beneficial to have some economic and political ties to them even though China is a communist nation. He traveled to China and the U.S. began to trade with them. He figured that the Soviet's would be nervous seeing the United States on friendly terms with Communist China and indeed they were. This manipulation on Nixon's part brought about some breakthroughs with the Soviet Union on SALT and on the Berlin negotiations. (Doc 4) Nixon also called for arms reduction. He thought that it was one of two choices:

arms reduction or run the risk of starting a nuclear war which would destroy the world. (Doc 6) He chose détente. (Doc 5)

Finally there's Reagan. During his first term Reagan wanted to boost America's self-confidence and its military. (doc 9) He wanted to show that America was better than the Soviet Union and set about to do so with an increase of arms and speeches about how the Soviet Union was an "evil empire." He wanted to show America was more powerful and better equipped. As America stepped up its competition so did the Soviet Union. Once again it was at military equilibrium. To some it seemed like a stalemate. Each side was almost the same as the arms race continued. (Doc 7) But later on in his Presidency Reagan changed his tune. As he began to see the Soviet economy changing with perestroika and saw them take steps toward a freer society, he opened his mind toward a peaceful relationship with the Soviet Union. In 1987 he signed the intermediate-range nuclear forces treaty, which set the gears in motion for arms reduction. This actually was the start to the end of the arms race. The

man who wanted the building up of arms was now calling for the reduction of arms. (Doc 9)
Just another part of the roller coaster ride of the Cold War.

And thus was the roller coaster ride the U.S. and the Soviet Union rode during the Cold War. Thanks to the different leaders the ride was diverse, full of ups, downs, and some more ups. Maybe looking back at the Cold War will help influence improvement in the relationship between the United States and other trouble spots today.

Practice Paper A—Score Level 3

The response:

- Develops the task with little depth
- Is more descriptive than analytical (*Kennedy*: knew the dangers of nuclear weapons and the potential destruction nuclear war held; some thought the world was on the verge of destruction; when the missile crisis was over, he wanted to limit the use of nuclear weapons; *Nixon*: even though they could not totally accept each other, compromise and tolerance was necessary for the survivability of both the United States and the Soviet Union; *Reagan*: moved further away from détente; not interested in arms control talks and the Cold War continued; as people became worried about a nuclear war and a new Soviet leader came to power, he became more interested in talking to the Soviets)
- Incorporates some relevant information from all the documents
- Incorporates limited relevant outside information (*Kennedy*: in 1962, both nations came extremely close to launching their missiles, but the Soviets finally gave in; both nations realized what might have happened and came together and negotiated out of the crisis; *Nixon*: wanted to continue to negotiate strategic arms limitations that would reduce the number of long-range missiles)
- Includes some relevant facts, examples, and details (*Kennedy*: tried to negotiate over issues with words rather than weapons; *Nixon*: opened the door between China and the United States in hopes of building a better relationship of détente with the Soviet Union; *Reagan*: in his first term, his policies were very anticommunist; orchestrated the most expensive military buildup during peacetime; summits were held and missiles were reduced; demanded the Soviets tear down the wall between East and West Berlin)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are a little beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The policy of each president is stated and in the case of Kennedy is followed by a good historical assessment of the Cuban missile crisis. Although some analysis is included in the discussion of Nixon and Reagan, more outside information would have provided a better understanding of their relations with the Soviet Union.

Practice Paper B—Score Level 3

The response:

- Develops the task with little depth
- Is more descriptive than analytical (*Kennedy*: believed that peace with our enemy the Soviet Union was possible; neither side wanted a nuclear war but each side was willing to do whatever was necessary to maintain its security; encouraged Americans to think differently about United States-Soviet relations; *Nixon*: a new relationship with the Chinese could make Russia nervous; the summit meeting could change world diplomacy by leading to important improvements in United States-Soviet relations and maybe world peace; to go back to the early days of the Cold War was too dangerous; *Reagan*: wanted to test the Soviet commitment to changing its harsh communist ways)
- Incorporates some relevant information from all the documents
- Incorporates limited relevant outside information (*Kennedy*: the United States and the Soviet Union had been in an arms race since World War II; American officials fear of the Soviet Union increased because of their technological advances during this time period starting with the launch of Sputnik in 1957; *Reagan*: Star Wars defense system)
- Includes some relevant facts, examples, and details (*Kennedy*: addressed the American people and reminded them that the two superpowers should explore the problems that unite them; nuclear war became more of a threat during the early 1960s; he and Khrushchev both began making attempts towards peace and away from nuclear war after the Cuban missile crisis almost resulted in a nuclear war; *Nixon*: sent Henry Kissinger on a secret trip to China; détente; continue progress toward limiting arms, to avoid confrontations which might explode into war, and to negotiate for reduction of forces in Europe; *Reagan*: the Soviet Union had begun political and economic reforms; ordered Gorbachev to tear down the Berlin Wall; emphasized a different set of goals in his second term becoming more of a peacemaker between the United States and the Soviet Union)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that is somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Document information is used to focus on the successes of each president in dealing with the Soviet Union. Although the premise that Reagan's success was a result of different factors than those that influenced Kennedy and Nixon is accurate, the response lacks details and facts to support this premise and this weakens the discussion.

Practice Paper C—Score Level 2

The response:

- Minimally develops the task
- Is primarily descriptive (*Kennedy*: tried negotiating with the Soviet Union to make everything more peaceful; total war would make no sense, tried to find a better way of settling our differences; *Nixon*: needed to continue to negotiate because if we did not and went to war, unnecessary deaths would occur on both sides; *Reagan*: tried to show the Soviets up and build an army that was bigger, better, and stronger)
- Incorporates limited relevant information from documents 2, 3, 6, 7, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Kennedy*: set up a quarantine during the Cuban missile crisis; *Reagan*: made powerful speeches; he told Gorbachev to tear down the wall)
- Demonstrates a general plan of organization; copies the historical context for the introduction and includes a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 2. A limited case is made to support the idea of a peaceful approach to the Soviet Union during the Kennedy administration and general information is used to describe Nixon’s policies. The policies of Reagan’s second administration are ignored in an attempt to demonstrate that his approach was more forceful.

Practice Paper D—Score Level 1

The response:

- Minimally develops the task
- Is descriptive (*Kennedy*: dealt with matters in an antiwar kind of way; wanted to avoid a nuclear disaster spreading across the globe; *Nixon*: believed we should put our differences aside and befriend the Soviets; *Reagan*: began slowing down the production of nuclear weapons)
- Includes minimal information from documents 3, 6, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Kennedy*: wanted to end the threat nuclear weapons posed; *Nixon*: sought treaties and deals to slow down the arms race; *Reagan*: at the beginning of his presidency, he did not want to have any part with the Soviets; as he continued into his second term, he began to act differently); includes inaccuracies (*Kennedy*: wanted to stay out of direct dealings with the Soviet Union; *Nixon*: cites document 7 instead of document 6; *Reagan*: began slowing down the production of war goods; the United States and the Soviets met and officially finished the building up of the arms race)
- Demonstrates a general plan of organization; includes a brief introduction and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Presidential dealings with the Soviet Union are identified using generalities with little explanation. Although there is an attempt to compare Kennedy and Nixon, the information presented does not support the comparison.

Practice Paper E—Score Level 4

The response:

- Develops the task by discussing how the United States dealt with the Soviet Union during the presidencies of John F. Kennedy, Richard Nixon, and Ronald Reagan
- Is both descriptive and analytical (*Kennedy*: went face to face with Khrushchev and nuclear war with the Soviet Union in the Cuban missile crisis and the world came out in one piece; a scary time in which it seemed like no decision would be the right way to handle the crisis; waiting or attacking might bring about a bad ending for the world; *Nixon*: determined to manipulate the playing field so that the Soviets would want to have a better relationship with the United States; knew China would become a powerful country and it would be beneficial to have some economic and political ties to them even though China was a communist nation; figured that the Soviets would be nervous seeing the United States on friendly terms with Communist China and indeed they were; thought the two choices were arms reduction or run the risk of starting a nuclear war which would destroy the world; *Reagan*: wanted to show that America was better than the Soviet Union and he set about to do so with an increase of arms and speeches about how the Soviet Union was an “evil empire”; he wanted to show America was more powerful and better equipped; as America stepped up its competition so did the Soviet Union; military equilibrium seemed like a stalemate; arms reduction was the start to the end of the arms race)
- Incorporates relevant information from documents 2, 3, 4, 5, 6, 7, and 9
- Incorporates relevant outside information (*Kennedy*: nuclear missiles were just 90 miles off the coast of Florida and United States soil; the question was should the United States attack Cuba first before the Soviets could react; we had to wait to see if the Soviet Union would cross the blockade; in exchange for removing Soviet missiles from Cuba, the United States would not attack Cuba and promised to remove its missiles from Turkey; *Reagan*: began to see the Soviet economy changing with perestroika and saw them take steps toward a freer society)
- Supports the theme with relevant facts, examples, and details (*Nixon*: traveled to China and the United States began to trade with them; brought about some breakthroughs with the Soviet Union on SALT and on the Berlin negotiations; called for arms reduction; chose détente; *Reagan*: wanted to boost America’s self-confidence and its military; in 1987, he signed the intermediate-range nuclear forces treaty which set the gears in motion for arms reduction)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that compare the United States-Soviet relationship during the Cold War to riding a roller coaster

Conclusion: Overall, the response fits the criteria for Level 4. The comparison of United States-Soviet relations during the Cold War to a roller coaster is predominantly supported by document explanation and interpretation. Analysis and a discussion of historical development are bolstered by the inclusion of some outside information.

United States History and Government Specifications Grid January 2011

Part I Multiple Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Constitutional Principles; Supreme Court Decisions Diversity; Minority Rights; Citizenship	Standards 1 and 5: United States and New York History; Civics, Citizenship, and Government
Document-based Essay	Presidential Decisions and Actions; Foreign Policy; Interdependence; Change; Science and Technology	Standards 1, 2, 3, and 4: United States and New York History; World History; Geography; Economics

The *Chart for Determining the Final Examination Score for the January 2011 Regents Examination in United States History and Government* will be posted on the Department's web site <http://www.p12.nysed.gov/osa/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

1. Go to <http://www.forms2.nysed.gov/emsc/osa/exameval/reexameval.cfm>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.

The State Education Department / The University of the State of New York
Regents Examination in United States History and Government – January 2011
 Chart for Converting Total Test Raw Scores to Final Examination Scores (Scale Scores)

To determine the student's final score, locate the student's total essay score across the top of the chart and the total Part I and Part IIIA score down the side of the chart. The point where those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 5 and a total Part I and Part IIIA score of 45 would receive a final examination score of 79.

		Total Essay Score										
		0	1	2	3	4	5	6	7	8	9	10
Total Part I and Part IIIA Score	0	0	3	5	8	12	15	19	23	27	31	36
	1	1	4	6	10	13	16	20	24	28	33	37
	2	2	4	7	11	14	18	22	26	30	34	39
	3	3	5	8	12	15	19	23	27	31	36	40
	4	4	6	10	13	16	20	24	28	33	37	42
	5	4	7	11	14	18	22	26	30	34	39	43
	6	5	8	12	15	19	23	27	31	36	40	45
	7	6	10	13	16	20	24	28	33	37	42	46
	8	7	11	14	18	22	26	30	34	39	43	48
	9	8	12	15	19	23	27	31	36	40	45	49
	10	10	13	16	20	24	28	33	37	42	46	51
	11	11	14	18	22	26	30	34	39	43	48	52
	12	12	15	19	23	27	31	36	40	45	49	54
	13	13	16	20	24	28	33	37	42	46	51	55
	14	14	18	22	26	30	34	39	43	48	52	57
	15	15	19	23	27	31	36	40	45	49	54	58
	16	16	20	24	28	33	37	42	46	51	55	60
	17	18	22	26	30	34	39	43	48	52	57	61
	18	19	23	27	31	36	40	45	49	54	58	63
	19	20	24	28	33	37	42	46	51	55	60	64
	20	22	26	30	34	39	43	48	52	57	61	65
	21	23	27	31	36	40	45	49	54	58	63	67
	22	24	28	33	37	42	46	51	55	60	64	68
	23	26	30	34	39	43	48	52	57	61	65	70
	24	27	31	36	40	45	49	54	58	63	67	71
	25	28	33	37	42	46	51	55	60	64	68	72
	26	30	34	39	43	48	52	57	61	65	70	74
	27	31	36	40	45	49	54	58	63	67	71	75
	28	33	37	42	46	51	55	60	64	68	72	76
	29	34	39	43	48	52	57	61	65	70	74	77
	30	36	40	45	49	54	58	63	67	71	75	79
	31	37	42	46	51	55	60	64	68	72	76	80

		Total Essay Score										
		0	1	2	3	4	5	6	7	8	9	10
Total Part I and Part IIIA Score	32	39	43	48	52	57	61	65	70	74	77	81
	33	40	45	49	54	58	63	67	71	75	79	82
	34	42	46	51	55	60	64	68	72	76	80	83
	35	43	48	52	57	61	65	70	74	77	81	85
	36	45	49	54	58	63	67	71	75	79	82	86
	37	46	51	55	60	64	68	72	76	80	83	87
	38	48	52	57	61	65	70	74	77	81	85	88
	39	49	54	58	63	67	71	75	79	82	86	89
	40	51	55	60	64	68	72	76	80	83	87	90
	41	52	57	61	65	70	74	77	81	85	88	91
	42	54	58	63	67	71	75	79	82	86	89	92
	43	55	60	64	68	72	76	80	83	87	90	93
	44	57	61	65	70	74	77	81	85	88	91	94
	45	58	63	67	71	75	79	82	86	89	92	95
	46	60	64	68	72	76	80	83	87	90	93	96
	47	61	65	70	74	77	81	85	88	91	94	97
	48	63	67	71	75	79	82	86	89	92	95	97
	49	64	68	72	76	80	83	87	90	93	96	98
	50	65	70	74	77	81	85	88	91	94	97	98
	51	67	71	75	79	82	86	89	92	95	97	98
	52	68	72	76	80	83	87	90	93	96	98	98
	53	70	74	77	81	85	88	91	94	97	98	99
	54	71	75	79	82	86	89	92	95	97	98	99
	55	72	76	80	83	87	90	93	96	98	98	99
	56	74	77	81	85	88	91	94	97	98	99	99
	57	75	79	82	86	89	92	95	97	98	99	99
	58	76	80	83	87	90	93	96	98	98	99	99
	59	77	81	85	88	91	94	97	98	99	99	99
	60	79	82	86	89	92	95	97	98	99	99	99
	61	80	83	87	90	93	96	98	98	99	99	99
	62	81	85	88	91	94	97	98	99	99	99	100